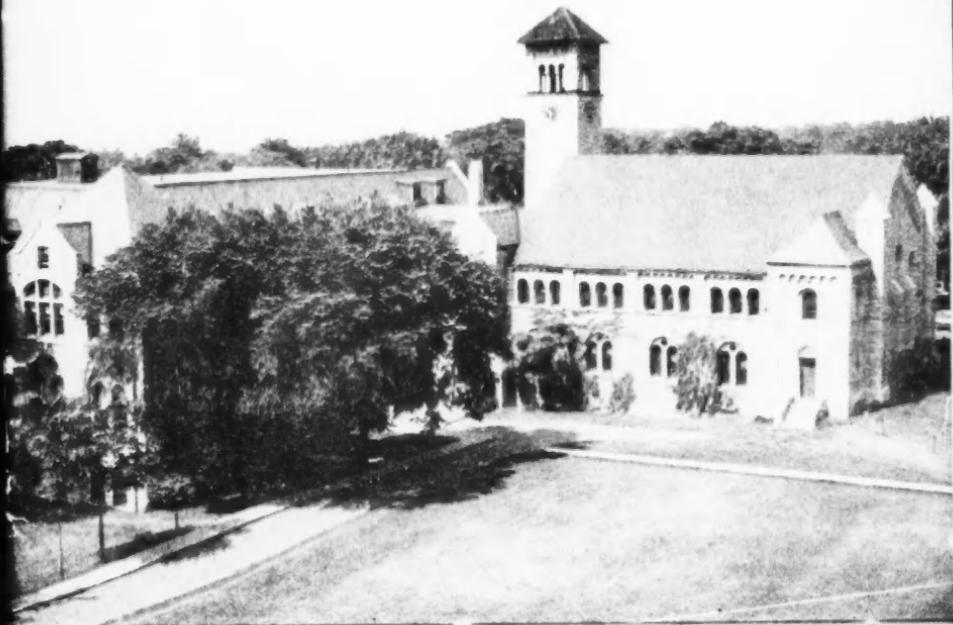


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FALL

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Eastern Ontario

AT QUEEN'S UNIVERSITY
KINGSTON

SATURDAY, OCTOBER 19, 1957

Kingston Hall (New Arts Building)



9.30 A.M. — Registration, President's remarks, Words of Welcome by Queen's.

10.00 A.M. — Demonstration of Language Laboratory.

11.00 A.M. — "Talk by Mr. A. C. Ritter, formerly Director of Canadian Schools in France and Germany".

12.30 P.M. — Luncheon, McLaughlin Room, Students' Memorial Union. Guest speaker: Prof. A. H. Le Grand of Royal Military College, Kingston.

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THE REVISED COURSE OF STUDY IN FRENCH

A comparison of the Department of Education circular 1. and S.15 of September, 1957, with that of September, 1954, reveals some interesting changes which deserve some comment.

The excellent statement of the aims and objectives of the study of French (which are unchanged) is followed by a detailed list of grammatical topics and idioms to be covered in the five years. This should please the members of the O.M.L.T.A. in general and the members of the Curriculum Committee in particular. In 1951 this committee, under the chairmanship of Mr. L. H. Corbett, submitted a minimum course in French (though in somewhat different form, see C.M.L.R. VIII, 1, P.7) to the Department for approval. But before this official approval of a minimum course of study the O.M.L.T.A. minimum course had already served as a guide for all of the Ontario grammar texts published since 1951.

The departmental list of grammatical topics and idioms is remarkably precise and should be a boon to teachers, textbook writers **and most especially to examiners-in-chief of grade XIII French**. It acknowledges, for example, the existence of two "tolérances" of 1901, the one relating to the use of the full partitive before a partitive noun preceded by an adjective and the other to the omission of the redundant "ne". It is very complete and comprehensive and includes a few items not heretofore covered, for example, in the section on the verb, items H. 10 (i) and (1).

Missing from the new circular is the section on the grade XIII departmental examination with its details about possible question types and the restrictions on the kinds and values of sight questions. This reticence is presumably due to the fact that changes are certain to come after the results of the Atkinson Foundation Study and of the two single French Special and General Experimental Papers have been studied.

As has been evident in the French Composition examinations and dictation passages of 1956 and 1957 the vocabulary is no longer being "drawn from the prescribed Authors text and from vocabulary of common daily occurrence," but from the Authors text only. This is a disappointment to many teachers who feel that the undue stress on the vocabulary of the Authors text on both examinations will discourage the study of general vocabulary in grades XI, XII and XIII. It is genuinely feared that some teachers will understandably take the easy way out, in order to save time, because of the pressure from above to get students through and the nature of the grade XIII examinations.

Departmental committees seem to be reluctant to decide on basic lists of high frequency vocabulary and idioms for the guidance of teachers because of the fear that a minimum list will become a maximum list. But, as suggested above, the absence of such a guide may have an even worse effect. It seems to the writer that a committee of experienced teachers would find the vocabulary and idiom list of Vander Beke and Cheydeleur in Landry's "Graded French Word and Idiom Book" (Copp Clark), "Le Français Élementaire" of the French Department of National Education, and the vocabulary and topics suggested by the O.M.L.T.A. Curriculum Committee more than adequate as a basis for compiling such a list.

There now remains the overall question, How successful have we been in the past in accomplishing the excellent and sound aims and objectives through the medium of a course of study (now somewhat lengthened)? As one looks back over a year of marking examinations from grades IX to XIII, as one thinks of the reports from former students studying French at

the universities, and as one thinks of the returns for the energy expended by students and teachers, the answer to that question is not too encouraging.

The departmental circular includes this statement: "At the end of the five-year course the pupil should be able to read with reasonable ease texts of moderate difficulty and express himself in simple spoken and written French." A glance at the new course of study and the 1957 June departmental examinations makes one wonder at the sharp contrast between the stated aims on the one hand and what is expected of the student on the other.

It is becoming apparent to teachers at the universities and in the high schools that trying to do too much in too little time has led to frustration for both teacher and student. But formulations of solutions to this problem will need to be preceded by a revolution in our thinking about the nature of language and the learner and about the proper place and extent of oral-aural work, of grammar, of translation and of composition. Because these problems are universal ones, thinking about them and experimenting have been going on on both sides of the Atlantic. Dr. R. W. Jeanes of Victoria College dealt with these matters in a most stimulating and encouraging talk given at the McMaster Conference of the O.M.L.T.A. last fall, "Favourite Mistakes: Can They Be Cured?" (C.M.L.R., XII, 2, P.15.). Mr. T. P. Casaubon of Forest Hill C. I. described the experiments of Dr. Robert Gauthier in Ottawa in his article, "A New Concept in Language Teaching" (which appeared originally in Education Forum, VII, 2, and is to be reprinted in the next issue of this magazine). Mrs. F. M. Hodgson treats the matter more fully in "Learning Modern Languages" (British Book Service), a little book that should be required reading for all language teachers.

Here, briefly and oversimplified, is what these three teachers have written: The ultimate aim of language teaching is, in Mrs. Hodgson words, "so to equip our pupils that they may be able, not only to understand what is said and written in the language by others, but also to use it spontaneously as a medium through which their own thought can be expressed logically and coherently, as an alternative and equally legitimate means of expressing man's ideas." (P. 79). It is the contention of the author that grammar, being confined to statements about language, consists of statements about the unknown until the pupil has mastered the language, to a degree at least. The familiarity with the language itself, necessary if grammatical analysis is to be meaningful, will be attained only by careful presentation of the language as a living reality, its mastery and constant review. If, as a result, the language can be used spontaneously, there is little to be gained from formal grammar drill. An examination of the common mistakes made by pupils convinces the author that "language does not become automatic by being viewed analytically before it is possessed.". (P. 35).

Fortunately, our three informants do not confine themselves to a denial of the practical value of grammar study before a firm foundation has been laid. Dr. Jeanes tells of his experiences at the Toronto Institute of Linguistics, and Mr. Casaubon gives an eye-and ear-witness account of the Ottawa experiment. Mrs. Hodgson, in her valuable chapter, "Suggestions for a Change of Perspective," presents several sample lessons with a careful analysis of the method of presentation and the purpose of each.

It is to be hoped that a future O.M.L.T.A. convention will discuss these ideas and the challenge they offer to every teacher of Modern Languages.

—M. Sniderman, Lorne Park Secondary School

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THE PSYCHOLOGY OF THE DIRECT METHOD

George A. Klinck

The Direct Method in Modern Languages involves a direct approach to the subject without resorting to the mother tongue as a medium of instruction. In the words of Gourio, it "consist in teaching the foreign languages without having recourse to translation, by associating names at once with the realities, and using known words to discover the meaning of a new one. It is the way in which we learn our mother tongue". The Direct Method approach is the natural approach: hence, it is psychologically sound. It is the most economical and effective method of teaching a modern language. Carl A. Krause quotes a member of the 'Conseil Supérieur de l'Instruction Publique' of France in support of this method. This Frenchman stated as early as 1912: "I am a sincere believer in the direct method, which has vivified and regenerated our instruction". Again, in Circular 797 of the British Board of Education, we read: "the essential conditions for acquiring a command of a language—both of the spoken and of the written idiom—is to establish the same direct association between experience and expression as exists in the mother tongue."

It is the application of the principle of direct association between the language and experience that has revolutionized modern language teaching. The ancient classical trilogy of 'foreign tongue-native tongue-concept' has been reduced to the direct coupling of the foreign term with the mental image. The 'limp' has been taken out of comprehension. The substitute stimulus has been discarded and the student sees that the foreign symbol has a meaning of its own. It is no longer an invidious curb on his imagination. As Gourio explains it, there is now a direct association of words with realities. It is this fact which makes Direct Method instruction both meaningful and economical.

Meaningfulness, according to Gates and other enlightened psychologists, is a prime factor in the psychology of learning. The pupil's absorption in the foreign idiom, to the exclusion of the English, makes the language real and meaningful to him. The Gouin method, a popular interpretation of the Direct Method, emphasizes the importance of associating the foreign word with the action which it symbolizes. The student learns to carry out commands, requests or commissions in response to the foreign phrase. While performing the action, he tells what he is doing, and the class repeats the statement in the third person. Problems of tense can also be solved meaningfully by this system. The Gouin method has the advantage of appealing to the child's desire for motor activity. In this respect it follows out the 'Stimulus-Response' theory of the Behaviourists. It also takes into account the potentialities of the class-room situation.

Objectivists, on the other hand, make their instruction meaningful by direct reference to the object. Realia of all kinds are called into service as concrete illustrative material. Classroom objects, articles of clothing, parts of the body, pictures, charts, and models all serve to give the foreign word an immediate significance.

The Direct Method embodies both procedures. The author of an article on the Direct Method, which appeared in the **Times Educational Supplement**, advocates the presentation of an ever widening range of topics within

the experience of the pupils—the family—the street—the village—various trades or callings—everyday things in French settings. In learning, there must always be this natural progression from the familiar to the unfamiliar, from the real to the abstract, if the subject matter is to be meaningful and practical.

This advance from concrete terms to abstract thinking can be achieved without recourse to the mother tongue. As Gourio says: "through combination of words, infinitely varied and frequently heard, he (the student) arrives at understanding the meaning of grammatical terms and all those other words which do not denote sensible objects." New vocabulary is taught by reference to words with which the student is already familiar. "Words are drawn up," continues Gourio, "not in alphabetical order, but in such a succession of meaning that every new word, if it allows of it, is defined by the words previously learned." Explanations are given in the foreign tongue by means of definitions, paraphrases, synonyms, and antonyms.

Thus, throughout the course, the student's mind is kept centered on the foreign idiom; he gradually develops a feeling for the language; he gains an insight into its genius and its structure. The pattern becomes clear to him and he is able to fit his materials into this pattern. The student can do completion exercises intelligently; he can choose the verb form which fits naturally and logically into a given sentence; he can make adjectives agree with the nouns of which they are necessary, meaningful adjuncts. In short, he is acquiring a 'Sprachgefühl', which Krause defines as "the intuitive" unconscious and unerring feeling for what is correct and idiomatic in a language."

A minimum of formal grammar instruction is given when teaching by the Direct Method. Irregular verb forms etc., will, of course, still have to be memorized. This involves a certain amount of drill which can be kept meaningful by maintaining the relationship of the part with the whole. Memorizing no longer consists in repeating endless paradigms, but is rather a process of meaningful repetitions in infinitely varied situations. The modern instructor no longer seeks to establish well-worn memory paths in the minds of his students. He tries to get the students to see just how and where the fact to be retained fits into the general plan of the subject. He gets them to practise their newly acquired knowledge in meaningful situations for "we learn to do what we practise doing". Words and phrases of high frequency will not require drill, as they occur so often in the daily classroom discussion and in the reading matter that their relationship will be established in the subconscious mind of the student with little effort on his part. In the Direct Method, as in the learning of our mother tongue, a working knowledge of the language precedes the study of its grammatical rules and relationships. To quote Gourio: "in the direct method, the language is not taught by means of grammar, but rather the grammar by means of the language, which is more rational." Florence Baker supports his view when she says: "A grammar rule should not be given until the need for it or an opening for it has appeared". And again she affirms: "Grammar is simply the handmaiden of the other units of study and can only be introduced when they are already known." Grammar thus becomes meaningful and practical to the learner. He regards its logical rules as an essential concomitant of the genius of the language. He comes to

look upon grammar as a convenient, though not perfect, tool to aid him in perfecting his oral and written expression.

Textbooks and readers must be drawn up in the same psychological order as the oral lessons. The reading material and the exercises must be carefully graded in order that the pupil may not suddenly find himself beyond his depth and, in consequence, lose that feeling of power and mastery so necessary to continued success in a subject. The law of effect, which demands satisfaction in work well done, still functions. The ideal textbook proceeds ever so gradually with the introduction of new vocabulary and new terms. Each succeeding lesson is a logical extension of the one before it. The learner's intellectual horizon is gradually broadened, until the now meaningful foreign symbols conjure up a whole familiar chain of pictures and ideas in his mind. He has now gained the power to delve into the exciting mysteries of a new world of thought.

Graded supplementary reading is an important feature of the Direct Method course. It is hard to discern any tangible benefits which may accrue through such extra reading. Assimilation can be expected to take place to a noticeable degree only when the student is actually living in a foreign milieu. If a student is reading largely for comprehension, he will retain very little of the vocabulary and idiom of the text, despite the frequent repetitions of a graded reader. What he does gain, however, is a feeling for and an appreciation of the language as a whole. The Gestalts would say that he has grasped the pattern of the language. Above all, supplementary reading satisfies the alert student's innate craving for exploration. His research spurs him on to attain increased mastery of the subject. In this personal, independent reading he 'finds himself' and develops a taste for the literature. A mediocre student, on the other hand, will take a greater interest in his reading if he is provided with a set of meaningful questions to answer from the text. His work is then no longer passive. He reads with a purpose and develops a mental set which will impel him to search through the otherwise boring pages of foreign hieroglyphics until he has reached his goal. His interest will be all the more sustained if he can be led to set himself a problem of his own choosing or even to accept as his own the one suggested by the teacher. We democratic people are a stubborn lot and prefer to do self-appointed tasks. One must be careful not to overburden the child with supplementary readings. Such reading, if it is to produce worthwhile results, must be regarded as a privilege, as a reward for diligence.

Advocates of the so-called Reading Method regard comprehension as the prime objective of language study. We may accept this as the main objective, however, without in any way detracting from the importance of oral instruction and oral expression. In learning our mother tongue, comprehension comes first, then oral expression. Last of all we acquire the ability to read and write, skills which are learned more or less painfully at school. Direct Method teachers agree with Krause that "knowledge of the living language is the best road towards an intelligent appreciation of the literature." By the living language is meant the social interchange of ideas through speech and aural comprehension, "Speech comes first", though it may be only a means toward a better comprehension and appreciation of the language.

From the beginning and throughout the course strict attention must be paid to pronunciation. Correct pronunciation is essential, as even in silent reading the words echo in the mind of the reader, and, if the echo rings true, he is practising the correct pronunciation as he reads. Moreover, a student who has learned the sounds of the foreign words and has acquired facility in expressing them in their natural sequence will read more intelligently and rapidly than one who merely knows the meaning of the printed symbol. His mind will not have to stumble over these mental hurdles which have been placed in the path of comprehension through the insistent faculty of the inner ear to retain the echoes of oral speech.

Oral expression satisfies the child's innate desire for vocalization. The wise teacher will make use of this irrepressible urge in planning his language program. Give the child the opportunity to express himself freely and frequently in the foreign tongue, alone or in chorus, and he will not feel the need of discussing irrelevant subjects with his neighbours in his mother tongue. After a student has overcome his natural shyness at expressing himself in a foreign language, he gets a thrill out of speaking it. The ability to speak is a more striking and demonstrable sign of mastery than is mere comprehension. Correct speech gives the student immediate satisfaction—a stimulating sense of power. Aural comprehension and speech should be set up as the first and most immediately attainable objective of language teaching.

Though it is essential that the student should learn the correct pronunciation from the start, it is not wise to spend too much time on mechanical phonetics. Capitalize on the child's propensity for imitation. "The pupil repeats what he hears; if one speaks to him well, he will speak well," says Gourio. Moreover, the study of the language will be more interesting, more meaningful and, consequently, more effective if, in the very first lesson and from then on progressively throughout the course, the child is taught meaningful words, phrases, entire sentences and paragraphs, which will speedily give him the assurance that he is accomplishing something worthwhile. Exponents of the oral method of instruction, notably de Sauzé of Cleveland, do not hesitate to make the sentence the unit of instruction. It is a meaningful whole and, according to Gates and his associates, the sentence method is the most economical way to learn a language.

The singing of French, German or Spanish songs and the memorization and recitation of significant bits of prose and verse are more effective ways of learning pronunciation than is a formal study of phonetics. A musical composition cannot be interpreted as being merely the sum of notes of which it is composed. It is the interrelation of the notes and their relation to the composition as a whole which constitute the melody. Similarly, language is not a mere succession of words, but rather a speech pattern in which each word fulfills a significant function. A sound or a meaning is learned most readily and most thoroughly when it is studied in relation to its context. Exponents of the Direct Method are fully aware of this fact. Fitting words into their proper categories according to sound is a more interesting and meaningful exercise than studying arbitrary symbols for sounds. Phonetics can later be brought in incidentally as a scientific test to correct inevitable errors due to the previously acquired speech habits of the mother tongue. Gates warns us that "there are certain accents and pronunciations in foreign languages that a person has difficulty in

mastering as an adult but could have mastered if he had begun to use the language as a child". In recognition of this psychological fact, the Department of Education for Ontario has granted permission to school boards to begin the study of French in Grade VII.

The modern trend towards socialization and group activity in education, which is one of the phases of Direct Method instruction, capitalizes on the child's natural social instincts as well as on his propensity for oral and physical activity. Students like to take an active part in the lesson; they get a thrill out of taking over the class; they like to feel that they are contributing something to the group, that they belong to it. Like adults, they are, consciously or sub-consciously, hungry for approval, which is one of the strongest social instincts. Students will willingly participate in group projects or dramatic presentations. They like to talk to one another. Adolescents, in particular, are intensely interested in one another and react profitably to group enterprises. If they are allowed this privilege, their social instincts will develop and a democratic spirit will be created in the class. The student's loyalty to his group will impel him to master the language so as to contribute his fair share to the common enterprise. Socialized study fosters a better class spirit, stimulates interest, and promotes efficiency in the study of the foreign language.

Apart from its social applications, the student's need for activity has been recognized as a strong motive in the learning process. As Pintner says: "Passivity is a waste of time. We do not learn by absorption." Only by active participation in an endeavour can we become truly interested in it. Oral recitation and 'acting out' the lesson is the surest way to make it a part of the student's personality. Dewey has often reminded us: "We learn to do by doing." Gates has given us a more specific version of this psychological fact: "We learn to do what we practise doing." Active participation in the lesson is essential to the learning process and Direct Method teachers appreciate this fact. 'Spoonfeeding' can accomplish little. In his essay on 'Objectives and Methods in the Teaching of French' Stock puts it this way: "It is as true in these days of soft pedagogy as it ever has been, that the teacher can only teach and that it must be the student who does the learning."

In conclusion, a wise language teacher will make full use of the potential dynamics of the classroom situation. He will endeavour, through his own enthusiastic approach and by appealing to the natural instincts and proclivities of his pupils, to arouse and sustain their interest, thus establishing that indispensable condition and prerequisite of learning known as 'mental set'.

LA PRONONCIATION ELEMENTAIRE

Un article qui traite de la prononciation peut vous être une bénédiction venue du ciel au début de l'année scolaire. Veuillez croire cependant que ce n'est pas sans hésitation et sans crainte que je fais glisser plume sur papier.

Hésitation certes à la pensée d'avoir à m'adresser à des lecteurs aussi distingués que vous; crainte aussi de vouloir me classer au rang des experts en la matière. Cependant, il ne faudrait pas croire que quiconque ose se prononcer sur quelque sujet éducatif veuille du même coup se caser au nombre de ceux qui connaissent les remèdes à tous les maux.

Point n'est besoin de vous dire que dans l'enseignement "personne n'est prophète dans son propre pays." Je fais donc appel à votre générosité et à votre bénignité en vous demandant de bien vouloir me prêter un œil sympathique. Qui dit pédagogue exprime à la fois sympathie, n'est-ce pas? Le sujet qui nous concerne en ce moment traitera, dans la mesure du possible, de la prononciation, et cela, dans les classes de neuvième et de dixième année. Il ne faudrait pas s'imaginer que la guerre de l'enseignement du français se borne à la tranchée de la phonétique élémentaire; non, loin de là; mais ceux qui peuvent surmonter cet obstacle, ont déjà gagné une victoire majeure et seront bientôt sur la route de la victoire et de la gloire.

"Ce qui se conçoit bien s'énonce clairement et les mots pour le dire viennent aisément" a-t-on déjà dit — Vérité de L'Apalice — Mais comment peut-on exprimer le bien conçu dans une langue seconde?

Il faut avoir ou acquérir à cette fin deux éléments préalables:

- une prononciation aussi claire et aussi exacte que possible;
- un vocabulaire aussi riche et aussi maniable que possible.

Comment donc développer chez l'enfant cette gymnastique des organes de la voix qui lui permettra **et** de se faire comprendre **et** de se faire apprécier dans la langue seconde?

Je voudrais donc tâcher de vous présenter et d'élaborer en autant que faire se peut, certaines méthodes qui pourront vous aider. Si par contre vous les possédez déjà toutes, cet article aura servi à remplir tant bien que mal quelques pages de la revue sans toutefois vous avoir amusés ou intéressés.

La langue française est une langue syllabique; c'est à dire qu'il faut pour la bien parler, prononcer chaque syllabe. Il est impossible en français de glisser de syllabe en syllabe comme on le fait si facilement et parfois si avantageusement en anglais. Chaque syllabe devient une unité de prononciation comme si chaque syllabe était un mot ethnique. Ceci fait donc ressortir la nécessité d'enseigner très tôt la **syllabisation**. Je vous encourage aussi à écrire les mots au tableau noir de façon à ce que chaque syllabe soit rompue. Si l'on demande à l'élève de prononcer, par exemple, le mot **responsabilité** tout d'une pièce, on devra s'attendre à des résultats déconcertants. Mais si l'enfant voit autant de petits mots rapprochés, il aura tôt fait de prononcer **res-pon-sa-bi-li-té**. La transition de l'unité syllabique à l'unité de mot n'est qu'une question de vitesse, d'habitude et de temps.

La langue première de l'élève peut servir de point de départ dans l'enseignement de la langue seconde. Dans la mesure du possible il faut savoir s'en servir comme d'un tremplin. Il y a certaines voyelles et certaines

consonnes qui émettent les mêmes sons et en français et en anglais: le o-b-d-m-n-p-t etc. Il serait bon de savoir tirer parti de cette situation, de faire ressortir ces lettres, de les grouper et de présenter à la classe des mots prononçables à première vue. Ce procédé aura comme résultat d'encourager les commençants dès le début, et de susciter la curiosité.

Puisqu'il faut procéder du connu à l'inconnu, et puisqu'il n'y a pas de syllabe sans voyelle, il fraudrait procéder très tôt à l'enseignement systématique de la voyelle et de ses combinaisons.

Permettez-moi donc de vous recommander une division des voyelles, assez simple et de vous parler ensuite d'un procédé logique de les enseigner.

On peut diviser les voyelles ou combinaisons de voyelles en trois groupes:

- a) celles qui se prononcent à l'avant de la bouche: i- é- è- a-
- b) celles qui se prononcent à l'arrière de la bouche: ou- o- ò-
- c) les voyelles qui semblent être le résultat du mélange des deux u- eu- e-

Il fraudrait les enseigner d'une façon systématique et graduée, basée sur la répétition assidue, aidée autant que possible de mots clefs et de phrases complètes. Quiconque pourrait maîtriser deux ou trois instruments de musique en quelques mois, serait reconnu comme génie musical. Il en est de même dans les langues. Pouvoir surmonter en deux ou trois semaines les difficultés de prononciation c'est avoir un génie linguistique et très peu sont doués de la sorte. C'est donc dire que de la part du professeur "patience et longueur de temps valent plus que force et que rage." Il faudrait donc se contenter de présenter une ou deux de ces voyelles à la fois. Et comment donc faire cette présentation? Comme une langue est faite pour l'oreille, c'est par l'oreille qu'elle doit s'acquérir et c'est à l'oreille de l'enfant que le professeur doit s'adresser. Donc le professeur doit présenter la voyelle en rendant le son aussi exact et pure que possible. Par exemple: é-é-é-é. Il ne faut jamais oublier que la langue du maître doit servir de modèle. Ensuite il faudrait obtenir des élèves le rendement impeccable du son désiré. Ici il faut se montrer exigeant, il ne s'agit pas de juste milieu, de compromis, mais il faut obtenir de chaque individu le rendement complet. Cette discipline sera suivie de l'expression orthographique accompagnée du symbole phonétique et d'une relation aussi rapprochée que possible à une équivalence anglaise, exemple-é(e) "hay". Il faudrait faire suivre immédiatement un exercice de mots et de phrases. On peut facilement offrir aux élèves une série de mots qui contiennent la voyelle, déjà enseignée: v.g. bébé—décédé—épée—fée.

Il ne faut jamais oublier qu'une langue s'apprend par le véhicule des idées et non pas par celui des mots. Alors on devrait s'empresser de présenter à la classe des idées ou phrases complètes. Ces phrases contiendront autant que possible la voyelle au programme du jour. L'enfant pourra ainsi motiver ses études et rendre le tout pratique et utile. L'élève trouvera plaisir à prononcer et à lire de courtes phrases telles que:

---Le bébé sur le pavé est décédé.

---La fée a avalé les clefs.

Si la répétition est nécessaire à la prononciation, elle peut être aussi monotone et assidue. Alors on ne devrait pas y passer des heures entières, mieux vaudrait plutôt y revenir plus souvent. Pourquoi ne pas commencer

chaque classe par une courte période de prononciation. L'athlète ne fait-il pas précéder chaque joute par une courte période de déclassement?

Après l'enseignement des voyelles qui en fin de compte constituent la base de la prononciation, on pourrait demander aux élèves d'épeler les mots en français. En dixième année, par exemple, je vous encourage à commencer chaque classe en demandant aux élèves d'épeler une phrase complète en français au lieu de la lire.

On doit songer aussi et à très bonne heure, à la dictée. Elle devra être courte, fréquente et bien préparée. Elle aura comme but d'habituer les élèves à reconnaître les sons, à appliquer les règles de la phonétique. Aussi elle aura comme résultat d'indiquer le degré de progrès des élèves. Ne négligez pas la lecture en chœur et la prononciation en chœur ayant soin de placer ceux dont la diction est plus habile derrière les atrophiés et les infirmes.

Si vous vous trouvez en milieu où c'est dérision de bien prononcer, on peut toujours corriger les meurs en riant (*castigat ridendo mores*) et l'on peut encourager les diligents en se moquant habilement des indifférents.

Pour conclure permettez-moi de répéter ce qui fut dit plus d'une fois. "La langue est un tout cohérent qui doit s'étudier comme tel. Sans aucun doute, pour des fins pratiques, il est nécessaire dans son étude d'en considérer les divers aspects: diction, lecture, littérature, composition, grammaire, orthographe. Mais chacun de ces aspects doit s'enseigner, non pas comme une matière isolée, mais toujours en fonction de la langue. Pas de cloisons étanches, par conséquent, entre les diverses branches de la langue: Que l'étude de chacune d'elle éclaire, en la complétant, l'étude de toutes les autres."

T. Casaubon,
Forest Hill C.I.

PROBLEM CLINIC

This year, as part of the O.E.A. Easter programme, we are planning a series of short talks on teaching problems in Modern Languages. If you have any problem you would like discussed, please send it in at once to the chairman of the programme committee.

MISS MADELINE H. LAKE,
East York Collegiate Institute,
Coxwell & Cosburn Ave.,
Toronto 6, Ontario.

Mr. D. Steinhauer, our recently appointed inspector in Modern Languages, has kindly consented to tell us something about how some of these problems are being solved in the different parts of the province to which his visits take him.

Other experienced teachers will also help in the discussion.

SEND YOUR PROBLEM IN TO-DAY

ENGLISH INVASION OF THE FRENCH VOCABULARY

(An article from the London "Times" Aug. 6th, 1957)

RESISTANCE MOVEMENT SPREADS

From Our Own Correspondent

PARIS, Aug. 5

The notion of having to "defend" the French language may seem curious to the non-French, for it might be thought capable of looking after itself. The constant alarms sounded in the Press and in semi-learned journals about the incursion into the language of neologisms, largely anglicisms, tend to show the opposite, however.

The latest campaign is being conducted by a new organization, the Office of the French Vocabulary, whose manifesto sounds a note bordering on consternation.

Building a Barrier

It states that it is not motivated by any spirit of "nationalist purity, let alone xenophobia, "but international amity is not to be strengthened by" stuffing our vocabulary with foreign words, often used incorrectly." France should continue "to speak her traditional tongue, moulded in the course of history by a multitude of artists and punctilious craftsmen and by the creative genius of the French people." Objection is not taken to useful borrowings which, when properly sifted and assimilated, can enrich a language, "but in our times a barrier must be built against a massive invasion which corrupts instead of enriching."

The first act of the organization has been to send a list of current anglicisms to prominent writers, lawyers, doctors, teachers, diplomats, &c., inviting their comments.

The list is:—

Best-seller, blackout, brain-trust (sic), bungalow, business-man, clearing, cover-girl, dumping, fair-play, gangster, garden-party, goal, grill-room, groggy, hold-up, knock-out, leader, living-room, manager, new-look, outsider, pin-up, planning, pool, pressing, racketter (sic), record-man, reporter, reservation, rugbyman, rush, select, sex-appeal, shopping, speaker, standard, standing star, starlett (sic), sunlight, supporter, surprise-party, suspense, tanker, toast, trust, up-to-date, visionner (sic), weekend.

Some of these words call for comment for English readers; the meaning of words often changes when they cross the Channel. "Standing," for instance, is French estate agents' jargon; a flat advertised as of **grand standing** has at least two reception rooms and a dining room capable of seating 16 (the number of bathrooms incidentally neither adds to nor detracts from the degree of **standing**). "Groggy" seems to be limited to the prize ring. "Clearing" is employed only in the financial sense, and "rush" is a noun only—a rush for the Riviera, or a rush to buy gold.

Some of the replies to the organization's circular have now come in. M. Hervé Bazin, the author, while disliking the importations as a whole, thinks

some of them unavoidable. A whole phrase in the little **Larousse**, he thinks, would be needed to take the place of "pool." He believes, however, that essential imports should be naturalized; "cocktail," for instance, should become **coquetèle**. He points out that cooking is a French fief and particularly resents "grill-room." But M. Gérard Bauer, of the Académie Goncourt, approves of "grill-room, week-end, toast, and trust" on the ground that these are behaviour words, "denoting Anglo-Saxon habits."

A large number of replies take the line that there are no French equivalents for words such as "toast, reporter, weekend, and bungalow." M. Jean Paulhan, of the **Nouvelle Revue Française**, goes further than anyone in wanting to give such words a French look; he has discovered a reference to **tostée** in Villon, and would have **spiqueur** for "speaker" and **vécande** for what Edwardians used to call Saturday-to-Monday.

The circular is still going its rounds, and the Office of the French Vocabulary is to report in the autumn on the result. Should you enjoy hospitality in a sophisticated French household in the meantime, however, your host may well suggest to you before dinner that you **prendre un drink**, or even **un long-drink**, ignoring the perfectly good French equivalent **un verre**.

—Courtesy of Dr. J. S. Harrington, Woking, Surrey, England

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OMLTA RESOLUTIONS 1957

Of the six resolutions presented to the OMLTA at the Easter Convention four were passed. Three of these were forwarded to the Department of Education in the usual way, and Mr. J. J. McKerrow was appointed OMLTA delegate to meet with officials of the Department for the discussion of resolutions.

1. Whereas the vocabulary used in the passage for dictation on the French Authors paper has recently contained words other than those of high frequency,

Be it resolved that the OMLTA request the Department of Education to use vocabulary of common everyday occurrence in the recorded passage for oral testing rather than vocabulary drawn from the prescribed Authors text.—Defeated.

2. Whereas there seems to be lack of clarity in the statement in Circular 58 (the prescriptions circular) concerning the source of the passage used for oral testing on the French Authors paper.

Be it resolved that the OMLTA request the Department of Education to state clearly in Circular 58 whether the recorded passage for oral testing is to be based on the prescribed Authors text or not.—Passed.

3. Whereas the prescribed texts for Upper School Authors in both French and German differ widely in both suitability and difficulty from year to year, and whereas departmental heads, burdened as they are with an increasing number of inexperienced teachers in their charge, would welcome a lessening in the load of preparing an entirely different text each year,

Be it resolved that the OMLTA recommend to the Department of Education that a list of four or five texts of proven merit be drawn up by the prescriptions committee and that the prescribed text be chosen annually from this list only, the list to be revised at intervals of ten years.—Defeated.

4. Whereas the present position of the Soviet Union in world affairs has made Russian a language of world importance, with the result that the Canadian government is eagerly seeking the services of persons with a knowledge of Russian, and

Whereas Russian literature is undoubtedly considered one of the world's "great" literatures, and

Whereas persons of Slavic origin from the third largest ethnic group in Canada, and a certain number of Russian-speaking instructors would be available, and

Whereas (be it pointed out in advance in answer to objections concerning a small number of students) languages such as Greek and Italian have for many years occupied a position on the curriculum although being taught to only a small number of students.

Be it resolved that the OMLTA recommend to the Department of Education that serious consideration be given to the inclusion of Russian in the Secondary School curriculum on an experimental basis.—Passed.

5. Resolved that the Department of Education be asked to avoid unusual vocab-

ulary on the Grade XIII Dictation. — Passed.

Mr. McKerrow reports as follows:

Resolution 2 — In September the Department will issue a statement which will clarify the situation.

Resolution 4 — The Department will give this recommendation serious consideration.

Resolution 5 — The Department will avoid the use of unusual vocabulary on the Grade XIII Dictation.

The sixth and final resolution has a story of its own:

6. Resolved that the OMLTA request the central executive of the O.E.A. to make representations to the Department of Education with a view to terminating the present policy of paying grants to boards of education for the purpose of providing free text books to pupils in Grades IX and X, since

(1) In prosperous times such financial assistance is needed in very few cases,

(2) This policy engenders in pupils the wrong attitude towards books,

(3) This policy places extra administrative burdens on teachers and principals,

(4) This policy makes it difficult to change text books.—Passed.

Those of you with longish memories will recall that the OMLTA passed a resolution in similar vein in 1956, addressing to the Department of Education the Association's opposition to the policy of providing free text books. In reply the OMLTA was informed that there was no prospect of this policy's being changed unless the opposition to it had wider support. Accordingly, the 1957 resolution was addressed to the executive of the O.E.A. in an effort to enlist its support. The resolution came before the Executive Committee of the General Association in June and the OMLTA was advised by letter that, owing to the "controversial nature" of the resolution, it should be presented to the College and Secondary School Department of the O.E.A. in the hope of its gaining the support of the Sections within the Department to which the OMLTA belongs. Fortified with such support, the resolution would then be presented to the Board of Directors of the O.E.A. and, the letter continues, it would be sent "on to the Department of Education if the light turns green."

The resolution was dutifully dispatched to the Secretary of the College and Secondary School Department, whence it is expected it will go to some fifteen Secretaries of as many Sections of the Department. Barring mishaps and casualties, it should come up for discussion by the officers of the various Sections, and in at least a few Sections it will surely make its way to the list of resolutions to be debated and voted on by the members at the Easter Convention next year. Partisans of the resolution might do well to ask their colleagues in the other Sections about the resolution's progress. A year from now it will be of interest to report what has happened to it.

A. M. Fox, Secretary

FOREIGN EXCHANGE

Directed by Morgan Kenney, Hill Park S.S., Hamilton.

Always a NEW term!

There is little chance of a language teacher becoming bored with his work or of getting into a rut. Every new term presents the challenge of seeking new approaches, new methods, new sources of material. Every new term presents the challenge of incessant research which keeps the teacher abreast of the developments in the language he teaches. As a result of this research his understanding is deepened and he is able to teach more cogently.

It is true that our basic material is standard. But the manner in which we approach, present and develop this material can be endlessly varied. When a teacher exhausts his own imagination, he can turn to a wealth of material that treats methodology. The O.C.E. library contains many excellent books on this subject. We must remember that the material in text books is presented in inanimate print. It is our job to bring the material to life; to infuse into it a challenging attraction that will capture our students' interest and imagination.

Each year new, interesting texts are appearing on the market. Teachers are encouraged by the publishers to write in criticisms of present texts so that weaknesses may be corrected. They are encouraged to write to the publishers and inform them of the type of text book they are seeking. Our publishers are anxious to please and would be extremely happy to present books that meet the wishes of the teachers.

The field of "réalités" is extensive. Material on any aspect of foreign civilization is easily obtainable, and each new factor introduced into the course brings with it a fresh breath of life.

Let us not always consider the students. Let us consider ourselves for a change. Students will benefit from happy teachers. What challenge is there in our work if we consider only deadly repetition of basic facts, uninterested students, exam marking, class-room discipline and every-day school routine? Our daily teaching must provide us with satisfaction and pleasure or it will be sterile. We shall always receive the rewarding pleasure of students who succeed and find pleasure in their work. But sometimes such students are scarce. Then we must enrich our course, and experiment with new ideas that are adjustable to the group we are teaching. In this way every day presents a new interest and the teacher finds expression for his talents.

An Experiment in Integration:

Geography teachers at Hill Park who are using a German atlas asked me if I would be interested in preparing a German-English vocabulary of the words their students would be meeting most frequently. The idea appealed to me for many reasons. Several students are studying both German and Geography. The German students would benefit from this more extensive, end yet basic, vocabulary. I can take a few minutes of my time to study the words with them; they can be the experts on pronunciation in the Geography class. The German students will derive satisfaction from the experience of putting their German to practical use. On the other hand the Geography students who do not study German will have an introduction to the language.

If you have tried a similar joint project, please let us hear of it!

Tidbit:

Moi aussi, je vis de ma plume.

Où écrivez-vous?

A mon père, pour qu'il m'envoie de l'argent.

REVIEW OF GRAMMATICAL TOPICS AND IDIOMS

Based on the New Course of Study in French (Circulars 1 and S.15).

THE NOUN (p. 5)

1. Learn lesson vocabularies.

2. Write in the plural:

- (i) le bureau, le tableau, l'eau, un agneau, un oiseau.
- (ii) le feu, le jeu, le neveu.
- (iii) le cheval, l'animal, le principal.
- (iv) le clou, le fou, le sou.
- (v) le bijou, le caillou, le chou, le genou, le joujou.
- (vi) un œil, le ciel, le travail.
- (vii) la pomme de terre, le timbre-poste.
- (viii) le petit-fils, la petite-fille, le grand-père, la grand'mère.
- (ix) monsieur, madame, mademoiselle.
- (x) Leduc, Laroche, Mercier.
- (xi) le bas, le héros, le tapis.
- (xii) la croix, la noix, la voix.

3. Translate:

- (i) Peter's parents, my friend's book, the teacher's pen, the boys' notebooks, the little birds' nests, a hen's egg.
- (ii) My history book, his French lesson, our English teacher.

THE ARTICLE (pp. 5, 6)

A. The Definite Article.

- 1. (i) the pen and pencil; the men, women and children.
(ii) the child, the man, the story.
(iii) the hero, the owl, the string bean.
(iv) to Marie, to the pupil, to the woman, to the doctor, to the hero, to the parents, to our friends.
(v) John's bicycle, from the city, from the church, of the hero, of the farmer, of the soldiers, from the U.S.A.
- 2. (a) Books are interesting, but we prefer radio and television.
(b) (i) France, England, the U.S.A.
(ii) from Germany, in Europe, to Switzerland.
(iii) in Canada, to Japan, to the U.S.A.
- (c) (i) on Mondays, on Wednesdays, on Fridays.
(ii) in the morning(s), in the afternoon(s), in the evening(s), at night.
(iii) on the first of September, on the second of March, on the thirty-first of August.
- (d) Raise your hand! They are shaking hands. She brushed her teeth. He took off her overshoes.
- (e) (i) King George VI; Queen Elizabeth; General de Gaulle; Dr. Chartier.
(ii) little William; little Nancy; big Paul Bunyan.
- (f) ten cents a pound; four francs a litre; a dollar a dozen.

B. The Indefinite Article

- 1. a man, woman and child.
- 2. great enthusiasm, unusual patience, extraordinary diligence.

C. Omission of the Article

1. (i) Paris, the capital of France.
(ii) Elizabeth II, the queen of England.
(iii) John Diefenbaker, the Prime Minister of Canada.
(iv) Mr. Lapointe, a teacher at St. Lawrence High School.
2. (i) My father is an American; he is a doctor.
(ii) That French woman is an actress.
(iii) Who is it, It (he) is a soldier. They are soldiers.
(iv) Her brother is a good pilot, isn't he?
(v) He is a Canadian. She is a Canadian, too.
(vi) If he is a French Canadian, he is probably a Catholic. No, he is a Protestant.
3. (i) in summer, in the fall, in winter.
(ii) by (in a) car (carriage), by (in a) plane, by (in a) boat
(iii) in (to) Spain, in (to) Asia.
4. (i) The weary travellers arrived on foot, on horseback, on bicycles.
(ii) twice a day, fourteen times a week.
5. (i) the poor old man had sold everything: car, house, furniture, silverware.
(ii) Lot for sale.
(iii) House to let.

D. The Partitive Article.

1. (i) some (any) bread, some (any) meat, some (any) water, some vegetables.
(ii) The pupils will buy books, notebooks, pencils and paper.
2. (a) (i) There isn't any paper on the floor. We have no chalk. He hasn't a raincoat. They haven't any more ink.
(ii) We drink only coffee in the morning.
(b) (i) some pretty pictures, some good books, some other examples.
(ii) some green peas, some little children, some grown ups (big persons), some young ladies.
3. (a) (i) a lot of children, too many relatives, enough time, few friends.
(ii) a dozen eggs, a pair of gloves, a bouquet of flowers, a glass of milk.
(b) (i) The canoe is full of (filled with) water.
(ii) The sidewalks are covered with sand.
(c) a French lesson, a silk dress, a wooden sword, a baby carriage.

G.A.K.

(to be continued)

REVIEW EXERCISES FOR GRADE XIII FRENCH

By DORA STOCK

The Department of Education has announced that the vocabulary to be used in the sentences on the French Composition examination in June is to be drawn from the prescribed Authors text and from vocabulary of common daily occurrence." (Curriculum I and S, 15-Mar. 1954.) With this prescription in view, the vocabulary lists accompanying the exercises are made up of words from **Le Notaire du Havre**, each list dealing with a particular topic as indicated in the heading. Naturally, not all the words found in these lists could be used in the sentences.

A

LES AFFAIRES—BUSINESS
une affaire—business deal
de l'argent liquide—ready cash
la dépense—expenditure
une économie—saving
un héritage—legacy
le placement—investment
la rente—income
la somme—sum
le testament—will
le titre—bond, stock;
les titres—securities
dépenser—to spend
déposer chez le notaire—to deposit
with the notary
économiser—to economize, save

épargner—to save, put by money
faire des économies—to economize
faire un héritage—to come into an inheritance, receive a legacy
joindre les deux bouts—to make ends meet
placer de l'argent—to invest money
rapporter—to bring in, yield
toucher un chèque (la rente, les intérêts)—to cash a cheque, to receive the income, the interest
avantageusement—to advantage, advantageously
à douze pour cent—at twelve per cent
sûr—sure, safe

Review Sentences

1. The Pasquiers were to receive a legacy.
2. "It must be a very complicated will," M. Pasquier said to his wife.
3. You shouldn't make such extravagant plans; perhaps we shall not get any ready cash.
4. We shall have to wait until the notary receives the official papers proving that my sisters in Peru are dead.
5. Madame Pasquier was able to collect the interest but she couldn't sell the securities.
6. Her husband wanted to spend the money at once. He wouldn't wait any longer for the letter.
7. How much can your aunt's bonds, I mean those deposited with the notary, yield us?
8. He knew where he could invest the whole sum advantageously.
9. They might have known that an investment at twelve percent could not be safe.
10. That was an unfortunate deal. Poor Madame Pasquier had to save in order to make ends meet.

B

LE BATIMENT—BUILDING
un appartement—apartment
le balcon—balcony
le cabinet de travail—study
le couloir—corridor, passage
la cuisine—kitchen

LES MEUBLES—FURNITURE
la bibliothèque—book-case
le buffet—side-board
le canapé—sofa
la commode—chest of drawers
le fauteuil—armchair

un édifice—large building
un escalier—staircase
un étage—storey, floor
le locataire—tenant
le logement—lodging (s)
la marche—step
le palier—landing
la pièce—room
le propriétaire—landlord
la salle à manger—dining-room
le salon—living-room
le toit—roof
le vestibule—entrance hall

le lit—bed
le meuble—piece of furniture
le secrétaire—writing desk

Verbes

déménager—to move
louer—to rent
meubler (garnir)—to furnish
payer son terme—to pay one's quarter

Review Sentences

1. This room is quite small, only ten feet by eight. It will serve as (de) a study.
2. The dining-room is the largest room in the apartment. It is eighteen feet long and twelve feet wide.
3. Our kitchen is just as long as this one but two feet narrower.
4. The living-room opens on a balcony from which we have a fine view over the city.
5. Since our new lodgings are at the very top of the building, we shall have a long staircase to climb—about a hundred steps, I believe.
6. Mother was all out of breath (essoufflée) when she reached the landing on the fifth floor.
7. She spoke regretfully (with regret) of all the family treasures which she has had to sell at auction, especially of her aunt's writing-desk.
8. But there was enough furniture left to furnish the four rooms which she had rented: two large wooden beds, a handsome chest of drawers, a side-board, several comfortable armchairs, a sofa, and among all these treasures, a piano!
9. Father was already arranging his books in the book-case. He had thousands of precious volumes.
10. We were told that the landlord had asked the tenant in the next apartment to move because he could not pay his quarter's rent

C

LES VETEMENTS—CLOTHING
la casquette—cap
le chapeau haut de forme—top hat
le chapeau melon—bowler
la chemise— shirt
la chaussure—footwear
la chaussette—sock
le col de fourrure—fur collar
le complet—suit
la cravate—tie
le gant—glove
le gilet—vest
l'habit—coat, les habits—clothes
la jupe—skirt
le linge—personal linen, underwear
le maillot—jersey
le manteau—(top) coat
le pantalon—pair of trousers, pants
la pantoufle—slipper
le pardessus—overcoat

la robe—dress
le soulier—shoe
le tablier—apron
la veste—jacket, coat
le vêtement—article of clothing
se déshabiller—to undress
enlever—to take off
essayer—to try on
s'habiller (de)—to dress (in)
mettre—to put on
ôter—to take off
porter—to wear
raccorder (un vêtement)—to mend
replier (une chaussette)—to mend
or to darn (a sock)
se vêtir (de)—to dress (in)
chic—smart
élégant—fashionable, smart
à la mode—in style.

Review Sentences

1. Each of us was to have something new—good wool socks and a pair of new shoes at least.
2. Joseph has been asking for a new suit for some time, so Madame Pasquier has finally made him one.
3. Look at him! I have never seen anyone more pleased. That is his first pair of long trousers.
4. She felt something hard in her apron pocket. Could it be the buttons she had wanted to sew on Lawrence's shirt?
5. Madame Pasquier had been sewing for several hours. She was making a black dress for herself.
6. In those days people (on) always wore mourning clothes when some member of the family died.
7. Has anyone seen Father's overcoat, the one with the fur collar? He has been looking for it everywhere.
8. We had dressed carefully. I had put on my prettiest dress and my smartest hat. Paul was wearing his best suit.
9. Have you no cheaper ties? Here are a few, Madame, which are being sold at a reduced price (*vendre au rabais*).
10. If you took off your coat I would mend the hole at the elbow.

D.

Instructions et Emplois

un emploi—job, employment	bête—stupid
un employé—employee	déçu—disappointed
l'instruction (f.)—education	instruit—educated
le moyen—means, way	loyal—loyal, faithful
les moyens—means, money	mémorable—memorable
le patron—employer, boss	obstiné (résolu)—determined
le savant—scholar	apprendre—to learn

s'instruire—to educate oneself, to get an education

suivre des cours—to take courses, lectures

faire des progrès—to make progress

interrompre (arrêter) ses études—to interrupt one's studies; to leave school

entrer dans le commerce (les affaires)—to go into business

gagner de l'argent—to earn money

prendre un emploi—to get a job

coûter cher—to be expensive, to cost a great deal

avoir les moyens—to have the means

Review Sentences

- A. 1. How disappointed our father was! Joseph wanted to leave school and go into business.
2. That was perhaps the most important decision in his life.
3. The boy was no more stupid than anybody else. (un autre)
4. "Why," he explained, "it would take me (il me faudrait) more than eight years to complete my education."
5. What a lot of money I could earn in that time!
6. Moreover, we haven't the means. Books, clothes, everything is becoming more and more expensive.
7. "What a poor reason!" retorted (répliquer) Father. "There is always a way if one really wants to (avoir envie de) get an education."

8. It is much more difficult than you think to earn one's living nowadays without a good education."
 9. The more father scolded the more determined Joseph was.
 10. It was a most memorable evening.
- B. 1. What a scholar! 2. He is one of the best informed men I know. 3. How interesting this lesson has been! 4. I am finding the problems less and less difficult. 5. What progress we have made! 6. What a lot of courses you have taken! 7. He has found a most interesting job. 8. The more generous the employer is, the more loyal his employees will be.

E.

SENTIMENTS, EMOTIONS ET GESTES

Substantifs

- | | |
|-----------------------------------|-----------------------------|
| 1. l'amitié (f.)—friendship | 10. la gaité—gaiety |
| 2. l'amour (m.)—love | 11. la haine—hatred |
| 3. l'angoisse (f.)—anguish | 12. la joie—joy |
| 4. le bonheur—happiness | 13. le mépris—scorn |
| 5. la confiance—confidence, trust | 14. l'orgueil (m.)—pride |
| 6. le dégoût—disgust | 15. la pitié—pity |
| 7. la douleur—suffering, pain | 16. le plaisir—pleasure |
| 8. l'épouvante (f.)—terror | 17. le souci—care, worry |
| 9. la frayeur—fear, fright | 18. la tendresse—tenderness |
| | 19. la tristesse—sadness |

Verbes

- | | |
|-------------------------------------|---|
| 1. s'emporter—to lose one's temper | 7. pleurer—to weep |
| 2. se fâcher—to get angry | 8. pousser un soupir—to heave a sigh |
| 3. gémir—to groan, to moan | 9. rire (jusqu'aux larmes)—to laugh till the tears come |
| 4. se mettre en colère—to get angry | 10. sangloter—to sob |
| 5. plaindre—to pity | 11. soupirer—to sigh |
| 6. se plaindre—to complain | 12. sourire—to smile |

Des Gestes Ordinaires

1. caresser d'un geste élégant—to stroke with an elegant gesture
2. croiser les bras (les jambes)—to cross one's arms (legs)
3. faire un geste de la main—to make a gesture with the hand
4. fermer l'œil à demi (à moitié)—to half close an eye
5. frapper du pied—to stamp one's foot
6. froncer les sourcils—to knit one's brows, frown
7. hausser les épaules—to shrug one's shoulder
8. hocher la tête—to shake one's head, to nod
9. se redresser (de toute sa taille)—to draw oneself up (to one's full height)
10. remuer les lèvres—to move one's lips
11. secouer la tête—to shake one's head
12. tendre la main—to hold out one's hand

Adjectifs et autres expressions

- | | |
|----------------------------------|--|
| 1. embarrassé—embarrassed | —in good (bad) humour |
| 2. ému—moved | 8. d'une main tremblante—with a trembling hand |
| 3. fier—proud | 9. d'une voix joyeuse—in a joyous voice |
| 4. gêné—embarrassed, ill at ease | 10. d'un geste large—with a sweeping gesture |
| 5. orgueilleux—haughty | |
| 6. soucieux—worried | |
| 7. de bonne (mauvaise) humeur | |

Review Sentences

1. Father shrugged his shoulders and said ironically, "When we hear from Le Havre!"
2. With a trembling hand she took the letter from the table and unfolded it.
3. Laurent and Désiré had not known each other very long but they trusted each other completely. (se confier à)
4. One morning at the end of his recitation in the arithmetic class poor Désiré said in his sad voice, "I shall have only two left."
5. "I have paid for my seat. "I shall leave when I please", shouted my father, drawing himself up proudly.
6. In five minutes the fit of anger was over. Then stroking his handsome moustache with an elegant gesture, he began to talk of other things.
7. He was decidedly good humoured and promised that he would take us to the theatre in the evening if we could finish our homework before dinner.
8. "It is getting more and more difficult to make ends meet," sighed Mother. "I am afraid that we shall have to take a boarder."
9. Papa frowned. "What a foolish idea! It is impossible. Where do you expect me to do my work?"
10. This last remark of my aunt's made her laugh till the tears came. She was in fact gayer that evening than I had seen her for some time.

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SPANISH PROSE PASSAGES
BASED ON "EL ALFEREZ REAL"
Capítulo I — De Cali a Cañasgordas.

The big estate of Cañasgordas was situated near the river Meléndez, south of the city of Cali, in Colombia.

In front of the house was a large yard full of noisy geese and dogs and closed by an outside gate. On both sides stood in line the slaves' cabins made of bamboo and roofed with straw.

Its owners, Don Manuel and Doña Francisca, had seven children of which the three girls, Gertrudis, Josefa and Rosa, stayed at home with another one, a ward, Doña Inés, while the four boys, Manuel José, Fernando, Joaquín and Manuel Joaquín, studied in the neighbouring cities of Popayán and Cali.

To help him run (manejar) the estate, Don Manuel employed a Spanish manager, Don Juan Zamora, and a young secretary, Daniel, who wrote his letters and kept the accounts.

Daniel, who was 22, had been brought up in Cali by Doña Mariana and did not know who his parents were. He was intelligent and good, and had a gift (talento) for numbers. His protector, the Franciscan Father Fray José Joaquín Escovar, promised him an independent future if he continued conducting himself well.

The story begins when both, accompanied by the mulatto slave Fermin, arrive just in time to share the family supper. While they eat soup, meat, bread, cheese, chocolate and jam, served in rich silver plate, we understand that Daniel is falling in love with Doña Inés, on whom he hardly dares lift his eyes.

After saying the Lord's prayer, they all retire; the Father, to his prayers; the ladies, to their religious reading; the men, to their work in Don Manuel's study; and the slaves, to their tobacco and flutes.

Capítulo 2 — Doña Inés de Lara.

Don Manuel was a real Castilian nobleman: frank and generous, of a proverbial honesty and always ready to help those who came to him in their difficulties. He was no less proud of his noble ancestry than of his title of Royal Ensign, an honorary distinction the King of Spain had granted his ancestors. For him, there was an insurmountable barrier between nobility and common people.

His wife and daughters, having received the most polished education, were kind ladies who administered the house with order and charity.

As for Doña Inés, she was a beautiful young girl of 17. Her parents had come from the capital, Santafé de Bogota, twenty years ago. At the age of 7 she had lost her mother, and 8 years later her father died too. The latter had left her 15,000 silver dollars and the value of his merchandise. He appointed her godfather, Don Manuel, her guardian, and insisted that she should not stain her noble blood by contracting some unequal marriage.

Inés came to live with the family, and brought with her her mulatto servant Andrea, her friend since her childhood.

Although she was not unhappy, she often remained serious and loved solitude; sometimes she cried when she thought of her parents.

Beautiful and rich, she had many passionate suitors, but she rejected all the proposals her godfather presented her. Her heart did not yet know love!

Capítulo 3 — Daniel

After supper Daniel went to Fermin's cabin. The latter and his mother Martina could not be classed with the other slaves. Because they were constantly at the ladies' services, both had acquired a certain refinement of language and manners.

That night, while smoking Martina's exquisite cigars, Daniel told them how, 5 years ago, he had attracted the Franciscan's attention with his wood work at school and as a carpenter, how he had been taking more lessons with him and how, because of the Father's praise, he had been engaged as a secretary by Don Manuel.

When Martina said that Doña Inés' continued refusals had annoyed the master because it could be thought that he opposed her getting married in order to enjoy her money and that then the girl had expressed her wish to become a nun, Daniel remained silent until he got up, took leave, and went out, thoughtful and sad.

We are then told how, on a dark night, 22 years before, an honourable widow, a dressmaker, Doña Mariana, had been awakened after curfew by two women who had taken her to a mysterious house. There she was given a handsome baby wrapped in a bundle. It was Daniel.

She took him home, had him baptized and brought him up with love and Christian patience. Daniel loved her as a son and had been helping her with his salary as an apprentice carpenter. Now, in his new work, well paid and loved by all, he hoped some day to become a merchant in Cali.

But Doña Inés' prodigious beauty had dazzled him and moved him to the most intimate fibers of his heart.

Capítulo 4 — De Cañas gordas a Cali

When the family went to Cali, the maids with Martina and Andrea left first, with two negroes who carried the trunks.

Then followed the family, Inés in front, riding the dapple gray horse Daniel had just received as a present from Don Manuel and which he had saddled with loving care for her. Daniel was her escort while Fermín accompanied the other young ladies behind. Last, came the parents. During this trip, Daniel and Inés dared not speak much, but he felt happy she was riding his own horse.

Once in Cali, as the family did not require their servants, Fermín and he went to Doña Mariana whom they found telling her rosary with her negro slave Juliana. After supper, both men went out into the street to smoke. As they were passing under Doña Inés' windows, Fermín told Daniel it was easy to see he was in love with her, but the latter denied it.

Then Fermín said he would like to marry Andrea; but, as they were both slaves, it would be too sad to have children that would not belong to them.

As he showed one of the handkerchiefs Inés gave Andrea when she no longer used them, Daniel succeeded in obtaining it with the excuse it would be useful for a toothache. He then gave Fermín a fine blue handkerchief for Andrea. Putting (approaching) the perfumed little piece of embroidered cambray to his face as if to smell it, he kissed it with religious respect and then kept it in his pocket near his heart.

Capítulo 5 — La enfermedad de Inés.

In Cali, a rich and noble gentleman, Don Fernando de Arévalo, had been in love with Doña Inés for a long time. He used to follow her in the street and, for instance, on that Maunday Thursday, he had followed her to all the churches she went to pray. He also often visited the family.

On a certain evening, while she was helping her mistress to undress, Andrea told her that neither she nor Fermín liked that gentleman; as for Daniel she knew he hated him (had taken him in deadly hate). Although Inés was feeling very sick, she paid much attention to Andrea's words. As she could not go to sleep, she began to think of the young man, wondering (asking herself) if he deserved so much praise.

On the following day she woke up with a violent fever and Don Manuel had to call the doctor. It was thought she suffered from a violent sunstroke, a fatal disease in those countries. They were all very much alarmed because they could not make her sweat; on the 5th day of her sickness, she was so exhausted they thought she would die. Happily, on the 7th she no longer had a fever and soon she became convalescent (entered convalescence).

Needless (useless) to say (that), during those sad days, Daniel felt a terrible anxiety, all the more terrible since (that) he had to work at the hacienda. However, he and Fermín came every night and stayed in the house from 7 p.m. to 5 a.m. in case their service should be needed.

Once, during this watch, Daniel could not resist any more. It was 3 a.m. He entered Doña Inés' room. Doña Rosa and Andrea were asleep in armchairs. He stopped near the bed and gazed at the young girl with unutterable love. Suddenly he bent and reverently kissed her hand. As she opened her eyes and looked at him, he could only say: "How do you feel?" When she answered weakly "Badly", he felt his heart breaking with sorrow and he could not help sobbing. When leaving the room, he did not hear Doña Inés' long and sad sigh nor did he realize that Andrea had observed the whole scene out of the corner (tail) of her eye.

S. Fielden-Briggs,
Bishop Strachan College

MATERIAL FOR EXAMINATIONS

Selected by Doris Schissler

GRADE IX

FRENCH

AUTUMN TERM

Parlons français — Lessons 1-7: 1 hour

I. Ecrivez les nombres:

9, 12, 16, 15

II. Ecrivez en toutes lettres:

20 pens, 17 flowers, 13 bridges, 1 armchair.

III. (a) Mettez la forme correcte (de, du, de la, de l', des):

le pupitre — élève
les fleurs — Marie
le perroquet — garçon
le plancher — salle de classe
le père — enfants

(b) Mettez la forme voulue (à, au, à la, à l', aux):

Je parle — enfants.
Il donne un livre — une fillette.
Paul porte les cahiers — maître.
Il parle — élève.
Maman est — fenêtre.

IV. Find in the following passage the sounds mentioned below:

Monsieur Mercier est assis sur une chaise devant une table. Paul et Marie arrivent et ils crient à Coco. Coco entre dans la cage et amuse les enfants. Ils aiment Coco.

- (a) Donnez 2 mots qui ont le son (e) e.g. marcher.
- (b) Donnez 2 mots qui ont le son (y) e.g. **tu**.
- (c) Donnez 2 mots qui ont le son (an) e.g. chanter.
- (d) Donnez 2 mots qui ont le son (a) e.g. **la**.
- (e) Donnez 2 liaisons.

V. Mettez à la forme interrogative:

- (1) Elle a des amies. (2) Les garçons admirent les fleurs.
- (3) Vous aimez beaucoup le frère.

VI. (a) Mettez au pluriel:

- (1) Le maître donne le livre au garçon.
- (2) Tu es aussi un parent.

(b) Mettez au singulier:

- (1) Les pupitres des filles sont devant les fenêtres.
- (2) Nous portons des chaises.

VII. Conjuguez au singulier et au pluriel les verbes suivants:
avoir, chanter.

VIII. Complétez la conjugaison:

- (a) Suis-je à l'école?
- (b) Est-ce que je travaille?

IX. Traduisez en français:

- (1) Are you walking? (2) At home. (3) Please.
- (4) The man's mother. (5) Mr. Mercier's letter.

X. Remplacez l'infinitif par la forme correcte du verbe:

(1) Ils (crier) dans la rue. (2) Vous (entrer). (3) Madame Picon (adorer) le chien. (4) (Regarder)-tu le chat? (5) Nous (aimer) Coco. (6) Est-ce que je (chanter) bien?

XI. Répondez en français. Dans chaque réponse employez un pronom sujet.

- (a) Où sont les poissons?
- (b) Est-ce que les élèves chantent bien à l'école?
- (c) Où est la cage du perroquet?
- (d) Qui est Paul?
- (e) Qui sont Monsieur et Madame Laroche?

XII. Répondez en français.

- (a) Comment allez-vous?
- (b) Qu'est-ce qui est dans un vase?
- (c) Nommez 4 objets dans la salle de classe (avec l'article).
- (d) Nommez les jours de la semaine.

XIII. Traduisez en français:

- (a) Do you like the dog and cat very much?
- (b) Are we shouting on the way to school today?
- (c) I am sitting in an armchair in the garden. I am tired.
- (d) It is Paul who is entering the dining room.
- (e) Who is speaking? What is amusing the children?
- (f) We give the father's newspaper to the teacher.
- (g) There is Susan behind the door of the classroom.

1(4); 2(8); 3a(5); 3b(5); 4a(2); 4b(2); 4c(2); 4d(2); 4e(2); 5(3); 6a(7); 6b(6); 7(8); 8(8); 9(7); 10(6); 11(10); 12a(2); 12b(2); 12c(4); 12d(7); 13(28) = 130:2 = 65 plus 10 (dictée) plus 25 (term mark) = 100.

GRADE X

FRENCH

NOVEMBER

(to lesson 33, Parlons Français!)

I. Répondez en français aux questions suivantes:

1. Que faites-vous quand un visiteur vient dans la salle où vous êtes?
2. Quel est le huitième mois de l'année?
3. A quelle heure venez-vous en classe le matin?
4. Quel temps fait-il aujourd'hui?
5. Dans quelle saison vous baignez-vous?
6. Quelles bêtes les chats aiment-ils attraper?
7. A quelle heure cet examen se termine-t-il?
8. Combien de personnes y a-t-il dans votre famille?

II. Ecrivez les trois formes de l'impératif des verbes suivants:

1. punir 2. être 3. remercier

III. Ecrivez la forme voulue du verbe:

- | | |
|-----------------------|--------------------|
| 1. ils (choisir) | 8. elles (prendre) |
| 2. tu (répéter) | 9. tu (vouloir) |
| 3. elle (se promener) | 10. vous (espérer) |
| 4. nous (se lever) | 11. je (venir) |
| 5. vous (voir) | 12. ils (pouvoir) |
| 6. je (mettre) | 13. nous (boire) |
| 7. il (vendre) | 14. ils (dire) |

IV. Remplacez les mots soulignés par des pronoms:

1. Nous fermons **les fenêtres**.
2. Il écrit souvent à **son cousin**.
3. Je n'écoute pas **le maître**.
4. Dit-il des choses amusantes aux **élèves**?
5. **La mère et le père** regardent leur enfant.
6. Vous n'aimez pas **la neige**?
7. Dites-vous bonjour à **cette dame**?
8. **Mes amis** ne comprennent pas **l'anglais**.

V. Insérez du, de la, de l', des, d', ou de:

1. Voulez-vous avoir thé?
2. Nous buvons eau ou vin.
3. Donnez-moi un morceau beurre et viande, s'il vous plaît.
4. Je veux acheter bons souliers mais je n'ai pas assez argent.
5. La voiture est plein garçons.
6. J'ai timbres français et argent italien.

VI. Mettez au pluriel:

1. Je fais souvent une petite commission pour ma mère.
2. Cet enfant est toujours content quand il n'a pas faim.
3. Son jardin est peut-être plus grand, mais il est moins beau.

VII. Traduisez en français:

- | | |
|---------------------------|-------------------------------|
| 1. It's windy. | 6. The person who is singing. |
| 2. The 21st of November | 7. How old is your father? |
| 3. Is he going to Europe? | 8. We are thirsty. |
| 4. Come early, | 9. The cider is cold. |
| 5. Every Thursday. | 10. They aren't running away. |

VIII. Traduisez en français:

1. In November/we don't go walking/we stay/by the fireside.
2. You are writing/a polite letter/to them,/aren't you?
3. They see/the thieves/and catch/them/immediately/
4. I don't understand/why the animals/are afraid.
5. This bedroom/is larger/than the other/and prettier too.
6. We are going/to take/this new road/because it/is better.
7. The parents/are resting/under an apple-tree./It's/very pleasant
8. They are going/to come back/on Sunday evening./I like them/a lot.
9. Look at the snow/that is/on the ground.

IX. Lisez le passage suivant (Ne traduisez pas!).

Répondez en français aux questions par des phrases complètes.

Le roi de France Henri IV était (was) un homme très gai, simple et bon, aussi bon père que bon roi. Voici à son sujet une anecdote qu'on raconte dans les écoles françaises:

Henri IV s'amuse un jour avec ses enfants. Il est à **quatre pattes** sur le plancher, ayant (having) sur le dos ses deux jeunes fils qu'il promène autour de la chambre; la plus grande de ses filles a **les guides**; les enfants font "clic clac," comme s'ils montent un vrai cheval, et éclatent de rire. Tout à coup entre l'ambassadeur d'Espagne. Le roi s'arrête un instant.... Monsieur l'ambassadeur, dit-il, avez-vous des enfants?

—Oui, Sire.

—En ce cas, je peux finir le tour de la chambre. Et il continue.

1. Comment était le roi Henri?
2. Qu'est-ce qu'il fait un jour?
3. Qui promène-t-il sur le dos?
4. Que fait la plus grande fille?
5. Pourquoi le roi s'arrête-t-il un instant? (s'arrêter - to stop)
6. Pourquoi le roi peut-il continuer?
7. Où raconte-t-on cette anecdote?

N.B. à quatre pattes — on hands and knees
les guides — reins

1(16); 2(6); 3(14); 4(10); 5(10); 6(10); 7(20); 8(40); 9(14).

GRADE XI

FRENCH

AUTUMN TERM

Part A — Cours Moyen (Lessons 1-4)

I. Ecrivez les verbes suivants aux temps indiqués:

- | | |
|--------------------------------|--------------------------------|
| 1. je— (aller) —futur | 6. nous (lire) imparfait |
| 2. tu— (faire) passé défini | 7. je (avoir) passé défini |
| 3. elles (être) passé indéfini | 8. elle (aller) passé indéfini |
| 4. vous (dire) présent | 9. tu (être) futur |
| 5. il (pouvoir) conditionnel | 10. ils (pouvoir) imparfait |

II. Traduisez:

- | | |
|-------------------------|--------------------------|
| 1. he possesses | 9. we are threatening |
| 2. they were beginning | 10. she has wondered |
| 3. having | 11. we were settling |
| 4. he used to punish | 12. you (sing) will beat |
| 5. isn't she able? | 13. it seemed |
| 6. he threw (passé déf) | 14. we have gone away |
| 7. I shall make | 15. they were living |
| 8. they sow | |

III. Répondez en français aux questions suivantes:

1. Pourquoi Pierre avait-il besoin d'un nouveau complet?
2. Qu'est-ce que c'est qu'une chaumièrre?
3. Quelle est la mère d'un agneau?
4. Que fait un facteur?
5. Pourquoi la serveuse a-t-elle donné un parapluie à M. Alexandre?

IV. (a) Ecrivez le contraire de:

cher, bon, acheter, commencer, ressortir

(b) Ecrivez la forme féminine de:

bref, gros, public, frais, long

V. Remplacez les mots soulignés par des pronoms.

1. Pierre demande le mètre d'étoffe au vendeur.
2. Il dit à sa femme de consulter le médecin.
3. Il ne voit pas la carte sur le mur.
4. Il essaie de semer ses graines.
5. Voilà les poules. M. Pépin a lancé du blé aux poules.

VI. Traduisez:

- | | |
|----------------------------|-----------------------|
| 1. two weeks ago | 6. that suits him |
| 2. as soon as possible | 7. in November |
| 3. he refused to do it | 8. instead of my work |
| 4. the car has a breakdown | 9. I have a lot to do |
| 5. she bursts out laughing | 10. by the way |

VII. Traduisez:

1. Mr. Pépin came into the garden and threatened the hens who were eating his seeds.
2. "My son wants the brown jacket he saw yesterday", the old lady said.
3. When the postman refused to go away the doctor tried to open the door but he did not have the strength.
4. In her will she left her stamps to the travelling salesman because he often gave her his umbrella.
5. Mr. Alexandre ordered a mushroom omelette but the waitress did not understand a single word of English.
6. Mr. Dupré's favourite hens were of all colours. They liked to visit Mr. Pépin's fine henhouse.

Part B — Questions based on Authors Text

Part C — Passage à Vue

Lisez le paragraphe suivant et puis répondez en français aux questions.

Mme Vernet était allée voir une de ses amies à la campagne. On lui dit qu'un revenant (ghost) se promenait toutes les nuits dans un des appartements du château; par conséquent, personne ne voulait l'occuper. Comme elle n'était pas superstitieuse, elle avait la curiosité de s'assurer du revenant et voulait absolument se coucher dans cet appartement. Au milieu de la nuit, elle entendit ouvrir sa porte. Elle parla, mais le spectre ne lui répondit pas et marcha vers le lit. La dame étendit les mains pour toucher le revenant. Elle saisit deux oreilles qui étaient longues et velues (hairy). Elle n'osa retirer les mains de peur de perdre le spectre. Quand le jour arriva, elle reconnut un gros chien qui avait l'habitude de venir chercher une place confortable pour passer la nuit.

1. A quelle heure du jour le revenant se promenait-il?
2. Pourquoi Mme Vernet n'avait-elle pas peur du revenant?
3. Qu'est-ce qu'elle a entendu pendant la nuit?
4. Pourquoi la dame a-t-elle étendu les mains?
5. Pourquoi le spectre ne lui a-t-il pas répondu?

Part A-1(10); 2(15); 3(10); 4(10); 5(10); 6(10); 7(30). Part B-35. Part C-10.
Total 140:2 = 70 plus 5 (dictation) plus 25 (term work) = 100.

GRADE XII**FRENCH****FALL TERM**

Part A — Composition

I. Répondez en français par des phrases complètes:

1. Quel spectacle Mme Dupré a-t-elle vu quand elle est sortie pour donner à manger aux poules?
2. Qu'a-t-elle fait à la fin de l'histoire pour ses pauvres poules nues?
3. Pourquoi M. Perrier a-t-il emmené son fils Pierre à Paris?
4. Comment monte-t-on à un étage supérieur dans les grands magasins? (2 manières)
5. Qu'est-ce que vous aimez acheter quand vous allez aux grands magasins?

II. Remplacez les tirets par les mots convenables (s'il est nécessaire).

1. Il n'était pas assez intelligent réussir.

2. Je n'ai pas acheté pain.
J'ai acheté viande et un litre pommes.
(Employez le partitif)
3. général Desclos est soldat et demeure Washington Etats-Unis.
4. pêches sont fruits délicieux.

III. Mettre les verbes aux temps indiqués:

1. le futur (ils) vouloir, tenir, se rappeler
2. le passé défini (il) venir, boire, être
3. le passé indéfini (nous) souffrir, s'asseoir, devenir
4. le présent de l'indicatif (elle) se servir, connaître, ouvrir
5. l'imparfait (vous) se réjouir, recevoir
6. les temps primitifs (7 parties) écrire, voir

IV. Traduisez en français:

1. I don't remember it.
2. Didn't they go away?
3. This church is cold.
4. She ran down the stairs.
5. I shook hands with them.
6. On leaving the room, I fell.
7. Ottawa, the capital of Canada.
8. such interesting sentences.

V. Traduisez en français:

1. Were you making fun of me? What's the matter with me?
You look funny.
2. Mrs. Dupré had decided to use the cherries and to make a drink of them because they were rotting.
3. Don't become annoyed. By plucking them we shall receive a thousand francs each.
4. Little Peter, his eyes sparkling, would like to buy some large rats with long tails.
5. Hurry or it will be too hot to see them.
After getting up so early I'm tired and sleepy.
6. Let's approach the show-window of the store. Have you ever seen such gold rings? Buy me one.

PART B — Questions based on Sight and Authors Text

1(10); 2(10); 3(20); 4(16); 5(1-5, 2-5, 3-5, 4-5, 5-7, 6-7); Part B-50 = 140:2 = 70 plus 5 (dictée) plus 25 (term work) = 100.

GRADE XIII

FRENCH AUTHORS

NOVEMBER

(Le Notaire du Havre — 1½ hours)

1. Complétez les phrases suivantes. Il n'est pas nécessaire de copier toute la phrase.
 - (a) Ferdinand écrivait, le sur la page.
 - (b) La mère met du sur les lentilles.
 - (c) Raymond pensait qu'il était la des Delahaie.
 - (d) L'odeur de grimpe comme une bête le long des marches.
 - (e) La petite Cécile, assise devant le piano, frappait les
 - (f) Quand la sonnette a sonné, la mère s'est mise à trembler
 - (g) En entendant le second coup de, les élèves ont

commencé à marquer le pas.

- (h) Un enfant est mort, pour avoir voulu le long de cette
(i) Ce n'est pas d'argent , comme tu dis.
2. Répondez en français, par une phrase complète, aux questions suivantes. N'écrivez **pas plus de vingt** mots pour chaque réponse. Il n'est pas nécessaire de répéter les mots de la question.
- (1) Où est-ce que les enfants dormaient dans le premier appartement?
 - (2) Décrivez le père. (Nommez au moins quatre choses.)
 - (3) Quels préparatifs la mère a-t-elle faits pour son voyage au Havre?
 - (4) Qu'est-ce qu'on pouvait voir de la fenêtre du nouvel appartement?
 - (5) "On en fait des choses avec quarante mille francs!"
Selon la mère, qu'est-ce que la famille pourrait avoir en recevant ces quarante mille francs? (Mentionnez trois choses.)
 - (6) Nommez cinq choses dont on a besoin pour la couture.
 - (7) Comment le père s'empêchait-il quelquefois de s'endormir?
 - (8) "Nous allâmes, un jour, les trois grands, Joseph, Ferdinand et moi, faire avec père une promenade à la campagne."
(a) Qu'est-ce qu'il y avait sur l'écrêteau à l'entrée du bois?
(b) Quel incident a troublé Laurent "jusqu'au fond de l'âme"?
 - (9) Quel incident est arrivé dans la cour de l'école qui a montré le courage de Désiré?
 - (10) (a) Quelle question est-ce que le maître d'école a posée à Laurent?
(b) Pourquoi a-t-il mal répondu?

3. Racontez en français les arrangements du testament de la tante Alphonsine, Mme Delahaie. (Environ soixante mots).
4. Ce fut au commencement de juin, par une journée éclatante et bonne pour la moisson, que Gilbert Cloquet mena à l'église la belle Adèle Mirette, la fille de l'épicier de Fontenelles. Tout le village était sur les portes, pour voir ces deux mariés, les plus beaux de l'année, et le cortège qui s'allongeait sur les bosses du chemin montant. On avait mis en tête un couple d'enfants tout petits, qui chassent le maïs sort et préservent les époux, puis venait le **violoneux**, puis Gilbert, superbe, donnant le bras à la mère Cloquet qui essayait de rire et n'y réussissait guère. Les pauvres, selon l'usage, avaient disposé, sur le passage des gens de la noce, des chaises couvertes d'un linge blanc et ornées d'un bouquet. Et tout le monde remarqua que la mère Cloquet, la pauvre vieille qui avait tout juste de quoi vivre, déposait **une pièce blanche** sur chacune des chaises des pauvres. Elle avait, sous son rire forcé, le cœur plein de chagrin.

La mère Cloquet ne put porter longtemps une peine qui s'ajoutait à tant d'autres. Moins de deux mois après le mariage, elle mourut, persuadée que son fils serait malheureux en ménage. Elle se trompait à moitié. La jeune fille coquette fut une femme de bonnes mœurs, et dont on ne parla pas. Elle avait aimé la toilette, comme un moyen surtout de se faire aimer. Son mari n'eût pas supporté les galanteries d'un rival. Peut-être d'ailleurs, fut-ce par esprit de précaution autant que d'économie, qu'ayant à louer un logement, il choisit le **hameau** du Pas-du-Loup, situé en plein bois, à huit cents mètres du bourg.

1. De quelle saison s'agit-il dans ce passage?
2. Pourquoi a-t-on mis deux petits enfants en tête du cortège?
3. Qui marche à côté du jeune mari?
4. Qu'est-ce qu'on trouve le long de la route que doit suivre la procession?
5. Pourquoi trouve-t-on remarquable que la mère soit si généreuse?
6. Avec quelle pensée la mère Cloquet est-elle morte?
7. Pourquoi Adèle avait-elle tant aimé la toilette?
8. Pourquoi Gilbert veut-il choisir un logement si loin du bourg? (deux raisons)
9. Exprimez autrement: **violoneux**, **une pièce blanche**, **hameau**.

1(10); 2(50); 3(20); 4(20) = 100.

(Cours Moyen, Part II and Le Notaire du Havre — 1½ hours)

A

Ecrivez les phrases suivantes en mettant des pronoms convenables à la place des mots soulignés. Faites tous les autres changements nécessaires.

- (1) Vous avez vu **Henri et son ami au cinéma** hier soir.
- (2) Dites à **Henri votre nom**.
- (3) Ce jeune homme et **Henri** se connaissent depuis longtemps.
- (4) N'allez pas **au cinéma avec Henri et son ami**.
- (5) Merci, j'ai déjà vu jouer **cet acteur**, et aussi **la dame** qui joue avec lui.

B

Ecrivez les formes suivantes:

- (a) participe passé de: reprendre, devoir, ouvrir.
- (b) troisième personne du singulier de l'indicatif présent de: jeter, parcourir, connaître.
- (c) première personne du pluriel du futur de: boire, aller, vouloir.
- (d) troisième personne du pluriel du passé défini de: écrire, obtenir, lire.

C

En vous servant de phrases complètes, donnez la définition de **quatre** mots choisis parmi les suivants:

un baromètre	une soupière
le petit déjeuner	un palier
une gare	une impasse

D

Complétez les phrases suivantes:

1. Voici le livre (of which I was speaking)
2. Voilà le jardinier (from whose wife) j'ai acheté les légumes
3. Dites-moi (what you fear)
4. Je vous remercie (for your money)
5. Savez-vous (play the piano)?
6. Pardonnez (your enemies)
7. (I am paying for) la maison.
8. (He will serve as) un exemple aux autres.
9. La plus belle cour (in the suburbs).
10. (On what) vivent les bergers sur la montagne?

E

Traduisez en français:

1. Will you introduce me to her before you leave? Perhaps she will be too sick to speak to you and me to-morrow.
2. Did your friends take your book away from you yesterday evening? They ought to have used theirs and left yours at your house, since you might have needed it.
3. He borrowed this car from me, and he has not returned it yet; he must have had an accident. Tell him to take the train.
4. It is I who have done all the work and I only want the money that you owe me. You've never given me anything.
5. He was to find the books; he may have tried to do so, but I doubt it; you cannot depend on him.
6. If someone asked him what he was hiding in his room, he would never say that it was the money which his neighbour had just given him.

7. When is he going to have the house painted? It is important for him to finish the work before winter begins.

Traduisez en français:

After receiving the letter announcing the aunt's death, Mrs. Pasquier approached her husband and told him that she had to leave alone the next day for Havre to see the notary. All day she sewed her mourning dress, using the sewing machine, while the children were playing in the dining-room.

"It is 200 miles to Havre, isn't it?" she said to Miss Baileul.

"I know nothing about it, I only know that you will be away two days."

When the former reached home, she related to her family the news about the furniture. Later she sold a part of it at auction. All the same she did not hide the money from her husband.

First the Pasquier's decided to move to a new apartment on Vandamme St. This one was to have four rooms because the father hoped to work on his examinations and needed a place where he could be quiet. Although the mother had little money left, she wanted the children to have new clothes. They could do without shoes if there were not enough money to pay for them. Mrs. Pasquier thought of everything that would please the children.

GRADE XI

DEUTSCH

NOVEMBER

A First Book in German — up to Lesson XVI — 2nd year — 1½ hours.

A. COMPOSITION

1. Schreiben Sie im Imperfekt, im Perfekt, im Plusquamperfekt, im Futurum und im Futurum exaktum!

- 1) ich schweige
- 2) du triffst
- 3) es regnet
- 4) ihr lauft
- 5) sie fallen

2. Schreiben Sie Personalpronomen für die Wörter in Klammern (and change the word order if necessary)!

- 1) (Der Kellner) reichte (Frau Schmidt) (die Kartoffeln).
- 2) Ich habe (meiner Nichte) (den Hut) geschenkt.
- 3) Haben Sie (Ihren Kindern) (die Nüsse) gegeben?
- 4) Zeige mir (dein Buch), bitte!

3. Antworten Sie auf deutsch!

- 1) Wie heißen Sie?
- 2) Was für Wetter haben wir gewöhnlich im Winter?
- 3) In welchem Zimmer kocht man das Essen?
- 4) In welchem Zimmer isst man?
- 5) Wie heißt die Karte, worauf eine Liste von Sachen zu essen und trinken steht?
- 6) Was kann man zum Nachtisch essen?
- 7) Warum putzt man einen Spiegel nicht mit einem feuchten Handtuch?
- 8) Essen Sie gern Kartoffelbrei? Warum?
- 9) Wer mahnt oft die Kinder?
- 10) Wer hat "Du bist wie eine Blume" geschrieben?

4. Sagen Sie! a) zu Ihrer Schwester

- b) zu Ihren beiden Brüdern

- c) zu Fräulein Schmidt

1. Don't be stupid!
 2. Lay the paper on the table.
 3. Eat your coleslaw.
5. **Uebersetzen Sie ins Deutsche!**
- 1) They are giving "Die Jungfrau von Orleans" this evening, and my friend Max has given me two tickets. Are you coming with me?
 - 2) Gertrude, keep quiet and eat your carrots and mashed potatoes or you won't have any ice cream.
 - 3) Most of the pupils in this class speak German well and learn accurately, but several of the boys do not like to work; they prefer to play football.
 - 4) This roast veal tastes excellent, doesn't it? I've eaten two helpings already.
 - 5) Whose books are those? They are mine. Where are yours? Did you leave them at home again?

A. 1(15); 2(8); 3(20); 4(9); 5(38). Questions based on authors text = 50 marks total 140:2 = 70 plus 30 (term mark) = 100.

GRADE XII

DEUTSCH

NOVEMBER

(A First Book in German — up to Lesson XXIV — 3rd year — 1½ hours)

A. COMPOSITION

1. **Schreiben Sie im Imperfekt, im Perfekt, im Plusquam-Perfekt, im Futurum, und im Futurum exaktum!**
 - 1) er kommt nicht heraus
 - 2) sie frieren
 - 3) wir ziehen
 - 4) du schwimmst gut
 - 5) ich ergreife es
2. **Sagen Sie:** a) zu Ihrer Schwester; b) zu Ihren beiden Brüdern; c) zu Herrn Schmidt!
 - 1) Don't be afraid.
 - 2) Pour the water.
 - 3) Wake up!
3. **Uebersetzen sie die Wörter in Klammern!**
 - 1) (With what) hast du den Kopf gewaschen?
 - 2) Ich habe nicht genug Geld (for that).
 - 3) (That) Hund wird dich nicht beißen.
 - 4) (Whoever) studiert fleissig, lernt gut.
 - 5) Fünfzig Mark ist alles, (that) ich habe.
 - 6) Wo ist der Felsen, (which) wir vorher sahen?
 - 7) Das Mädchen, (whose) Tante ich kenne, ist schön.
 - 8) Das ist das Dümmeste, (that) ich je gehört habe.
 - 9) Er hat mir nichts (about that) gesagt.
 - 10) (Whose) Tasse Kaffee ist dies?
 - 11) Mit (whom) gingst du ins Kino?
4. **Schreiben Sie auf deutsch!**

1) $5 \times 9 = 45$	6) at 7:15
2) $8 : 2 = 4$	7) It is ten to eight
3) $25 + 8 = 33$	8) 1000 men

- 4) $106 - 5 = 101$
5) 1954

- 9) Twice a week
10) What time is it?

5. Antworten Sie auf deutsch?

- 1) Wie alt sind Sie?
- 2) Wie viele Tage hat das Jahr?
- 3) Um wieviel Uhr hat diese Prüfung begonnen?
- 4) Wievielmal die Woche haben Sie eine Deutsche Stunde (lesson)?
- 5) Warum gehen Sie im Sommer nicht zur Schule?

6. Uebersetzen Sie ins Deutsche!

- 1) Jakob hurried to the old market place where his two friends were waiting for him.
- 2) Last summer I rode on a donkey, and on a very lazy one too; it was terrible!
- 3) The peasant whistled to the dog and caught hold of him by the collar.
- 4) Not until a quarter to nine did the tired wanderers come home again.
- 5) The teacher will ask little Peter how much he has in his savings bank.
- 6) The money glittered under the water but, although he dived at least ten times, he did not find it.
- 7) When we had climbed the mountain we were all a little cold, for the sun was setting.
- 8) We were afraid of the dog that day, for he barked so loudly.

A. 1(15); 2(9); 3(11); 4(10); 5(10); 6(45). B. Authors questions based on authors text = 50 marks, total 150:2 = 75 plus 25 (term mark) = 100

GRADE XII

SPANISH

Autumn Term

A. Composition and Grammar.

I. Dense las formas indicadas de los verbos siguientes:

1. presente - tú - acostarse, consentir, dormir
2. imperativo - nosotros - dormir, contar, sentir
3. condicional - yo - venir, vender, poder
4. imperfecto - vosotros - ser, ir, reir
5. pretérito - el - pedir, pensar, morir
6. futuro - ellos - poner, hacer, decir
7. participio pasado - decir, morir

II. Tradúzcase al español:

- | | |
|--------------------|---------------------|
| 1. 1492 | 6. 100 girls |
| 2. Chapter 3 | 7. 204 women |
| 3. Page 19 | 8. April 1 |
| 4. Alfonso XIII | 9. May 24 |
| 5. a million years | 10. on Sixth Street |

III. Contéstese en español con una frase completa:

1. ¿A cuántos estamos hoy?
2. ¿En qué tienda se venden drogas?
3. ¿Qué es la fecha del día de Navidad?
4. ¿Qué hace el sastre en la sastrería?
5. ¿Dónde se puede comprar azúcar, harina, etc.?
6. ¿Cómo se llama un hombre que roba cosas?
7. Escribe Vd. los nombres de tres profesiones.
8. ¿Qué hace Yma Sumac para ganarse la vida?
9. ¿En qué año empezo la segunda Guerra Mundial?
10. ¿A qué hora terminará este examen?

IV. Traduzcase al español:

1. What kind of weather is it today? — It's very bad weather; it is raining and freezing. They say that it will snow tomorrow.
2. Where is Mr. Molina? — He is in bad humour because a thief stole his suitcase. He is probably consulting his lawyer about the affair.
3. "Close the window at once!" said the teacher, but the insolent boy remained in his seat.
4. One morning when I was passing by (por) the store I saw on the door a sign: "English is spoken here."
5. The little dog was not a coward, and he could not stand that fox; he jumped on him and tore him to pieces, barking all the time.
6. In that restaurant they serve Spanish stew; it is my favourite dish. Let's go! — With pleasure!

V. Esciba Vd. una composición de unas 60 - 70 palabras sobre uno de los temas siguientes:

1. Cómo voy a pasar las vacaciones de Navidad.
2. Mi pasatiempo favorito.
3. La civilización de los mayas.
4. Por qué vale mucho el estudio de las lenguas.

1(20); 2(10); 3(20); 4(52); 5(8) total 110 plus 40 for authors = $150 \times 2/3 = 100$



Supplementary Reading for Grades IX and X

LE LIVRE ROUGE

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BOOK REVIEWS

Directed by Morgan Kenney, 188 Graham St. South, Hamilton, Ont.

FRENCH

Grammars:

COURS MOYEN DE FRANCAIS, Part Two, Revised Edition, Jeanneret, Hislop, Lake, Clarke, Irwin, 1957, \$2.75. (Twelve lessons.)

The authors made sweeping changes in Part I of this text. They have completely rewritten Part II. Reading lessons, presentation of grammar, exercises, all are new.

The reading lessons describe a trip in an aeroplane, transportation in Paris, a visit to a sale at a department store in Paris, renting a car in Paris, "la maison de Molière", "le Tour de France", "le 14 juillet", examinations for "le bac", Youth Hostels in France, a visit with the "Carabins" in Montreal. Also included are two amusing selections.

The main criticism of this text is of the vocabulary contained in the reading selections and listed in vocabulary lists for memorization. Of the 379 words and 190 expressions listed, one fifth are too specialized for students of High School level. The time that should be spent on conversational practice, on using and re-using common words and expressions that enable the student to discuss in French his daily life, will now have to be spent on learning and using words which hardly apply to the student's present way of life, and may never apply to his realm of experience. For example: le hublot — port-hole; la bouche d'aération — air-vent; le commissaire de bord — purser-steward; faire escale à — to touch at; le candidat-voyageur — prospective traveller; le contrôleur en civil — inspector in plain clothes; la formalité d'immatriculation — registration formality; le vélodrome — bicycle race-track; effectuer un tour d'honneur — to make a triumphant tour. There are approximately 110 such words and expressions. These words may be excellent to develop a student's recognition vocabulary, but to learn them for recall is to place another obstacle in his struggle for oral facility. Many of these words appear in the translation exercises, but they are not repeated sufficiently throughout the book to help the student remember them.

The authors have also introduced close synonyms of words that the student already knows. Would it not be better to have him really know one word for immediate recall than have a hazy recollection of two? The student knows "le prix, le coin, la blouse". The authors use "la prime, l'angle, le corsage".

More care could have been taken with the English translations in the vocabulary lists. They are not precise enough. "Décoller" is translated as "to take off", but no mention is made that this action is restricted to an aeroplane. The unwarned student will use "décoller" when he really needs "enlever". Other examples are (the words in brackets are the reviewer's: démarrer — to start (commencer?); la gérante — manager (le gérant?); poinçonner — to punch (donner un coup de poing?); les coulisses — wings (les ailes?). Teachers will appreciate that this is no imagined danger!

The listing of words in the English to French vocabulary at the back of the book is sometimes confusing. "Front seat" is listed under "front"; "battle-dress" is listed under "dress"; "Republican guard" under "Guard". "Driving permit" is listed under "permit", but "driving lesson" is found under "drive". "To change trains" is to be found under both "to change" and "train", but "to change gears" is found only under "gears".

The grammatical material has been completely reorganized and rewritten. A study of the list of contents reveals that the authors have placed full emphasis on verb study; Lessons 1-3: Government of Verbs (no preposition with a following noun, or "à" or "de."); Lesson IV: Devoir; Lesson VI: Pouvoir, Vouloir; Lesson VII: Causative "faire"; Lesson IX: The Indicative Mood; Lesson XII: The subjunctive. The other four lessons discuss the articles; "il est" and "c'est"; the comparative and superlative; word order.

The explanations are full. The examples are exhaustive. Many small points

which formerly were treated as separate entities are now logically associated with some major aspect of grammar.

The exercises present a real challenge. They are richly varied and test carefully new grammatical concepts learned and fundamental knowledge necessary for successful writing, reading and speaking French. At the end of the book there are special review sentences on each grammatical topic, on the whole year's work and on the word study sections.

A great asset to the text are pages of word study which follow each lesson and which present careful study of such troublesome words as "as" and "about". French counterparts for the varied meanings of these words are given, with examples to show their use.

A complete innovation is the inclusion of a seventy-page review of all grammar learned in the preceding four years. All material is carefully presented and explained as if it were new work. A special index for this section makes reference easy. Students preparing for their Upper School examinations will find this invaluable; teachers will appreciate having the material on hand for review purposes.

A living language, its character changing as it develops, presents many problems to those who are trying to teach it with the aid of grammatical understanding. The frequent appearance of "usually", "frequently" and "generally" in grammatical texts poses a problem. Do we teach what is "usually" written and said, and then insist our students reproduce it? Or do we accept what is also found in the works of present-day writers of stature and considered possible? In this revised text there are some 15 cases of optional constructions. Should we encumber our students with these points, or should they be left to those few who go on to an intensive study of the language? Perhaps more important to the classroom teacher, will the Department accept either construction on the final examination papers? Troublesome points like the redundant "ne" are presented in this way: "It **may** be used...." (p. 177).

This problem seems to be plaguing the authors. On page 177 they use the word "may" and include after it "à moins que", but in the review of the grammar (p. 246) they state that after "à moins que" "the verb in the subjunctive is preceded by "ne".

Photographs add interest to this carefully printed text. The only typographical error noticed is on page 32, line 46: "vous ferez la connaissance du receveur qui distribue carnets et tickets et se maintenant miraculeusement en équilibre dans les virages les plus accentués." There is one sentence which will excite unsolicited amusement: "She looked at the sale price on each tag and decided to try on some very smart ones." (p. 71, sentence 10).

LE FRANCAIS VIVANT, Grades IX and X, Stock, D., Stock, M., Jeanneret, F.C.A. Copp Clark, 1957. \$2.50.

The authors are to be congratulated on having justified the title they have chosen for their text. Two outstanding features are largely responsible for their success — the vocabulary introduced, and the wealth of "living" material provided.

Great care has been taken to select vital vocabulary and to present it in living situations which have meaning for the beginning students. The few exceptions are found in reading lessons that provide more extensive reading experience. Conversational style is stressed in the selections and the style is clear and unobstructed. Simple expression of daily experience abounds.

The "living" material includes songs with music, riddles, games, acrostics, anecdotes, road signs, English and French cognates, simple poems, French words used in English (foods, fashion etc.) drawing assignments, assignments which require the student to use French newspapers and dictionaries, etc. The variety and ingenuity are endless and reveal an understanding of the interests of the student at this level.

There are fifteen introductory lessons on pronunciation and conversation, thirty-five grammatical lessons, and a supplementary lesson at the end of the text to introduce the student to the forms and uses of the Past Definite Tense.

Teachers who wish to use their own phonetic introduction will be at no disadvantage as the vocabulary used in the first fifteen lessons is repeated within the grammatical lessons. The information contained in the introduction is completed by a section on pronunciation at the back of the book. All pertinent aspects are fully discussed.

"In the choice of grammar topics and the order in which they appear, the Course of Study for Grades IX and X, drawn up by the Curriculum Committee of the Ontario Modern Language Teachers' Association, has served as a constant guide." (p.v, Foreword).

Grammatical topics are presented concisely and clearly. For the most part short statements of fact rather than paragraphs of discussion are used.

At the end of every five lessons there is a Review Lesson. Each begins with a list of points which have been studied in the preceding lessons — an excellent reminder to students of the body of fact which they should have at their command at this stage.

The richness of exercise material corresponds to the richness in "living" material. Both bespeak the fecund imaginations of the authors. Each lesson contains a dictation text and supplementary exercises or projects for the "quick learners".

Short supplementary reading selections are interspersed throughout the text. These provide basic facts of interest about France and Canada. They are admirable for their simplicity. Many enterprising projects could develop from these.

The text is beautifully and carefully printed. Innumerable illustrations enhance the interest of the book and are often used to help explanations or to serve as conversational material.

The only real test of a text is use in the class-room. However, a first perusal of "Le Français Vivant" suggests that it will provide a rich experience for both student and teacher. "Vive "Le Français Vivant"!

READERS:

AUTEURS DE NOS JOURS, Klinck, G.A., Ryerson Press. 1957. \$1.90.

This collection of contemporary French and French-Canadian literature includes: "La Soupe du Pape," Pierre Véry; "Les Grands Jets", Michel Boutron; "L'Echange", Jacques Deprat; "Le Proverbe", Marcel Aymé; "Madame Quatre et Ses Enfants", George Simenon; "Nocturne", Ringuet. Six lyric poems are included and are suggested as material for memorization.

"Auteurs de Nos Jours" offers a rich variety in content and style. "La Soupe du Pape", a farcical, tongue-in-cheek detective story; "Les Grands Jets", a tender study of devotion to family and love of land; "L'Echange", a humorous depiction of human foibles; "Le Proverbe", a revealing study of a tyrannical father and his young son whose understanding of human nature belies his years; "Madame Quatre et Ses Enfants", a clever character study with a twist ending flavoured with horror; "Nocturne", a richly descriptive description of a survivor of a torpedoed ship.

At the bottom of each page are translations of difficult idiomatic and colloquial expressions. Each page also has questions at the bottom and the author recommends this method of immediate questioning of material just read. At the end of each story there is a set of comprehensive questions, as well as grammatical exercises and passages of continuous prose for translation into French.

The stories selected will certainly present a challenge to Grade XII students. The style of writing is modern and difficult; the vocabulary extensive.

The text is plagued by frequent errors which indicate inadequate proofreading and some of the author's suggested translations are open to question.

AVENTURE SOUS-MARINE, Ledésert and Ledésert. Clarke, Irwin, \$.60.

"Aventure Sous-Marine" is by the same authors as "Les Astronautes" (M.L.R. XIII, p. 48). In both these books the authors reveal their magic formula for capturing the student's interest immediately, and propelling him into a world of mystery, intrigue and adventure.

"Aventure Sous-Marine" tells a very plausible story and achieves a very high degree of suspense. It is a "must" for extensive reading for Grades XII and XIII. Good Grade XI students could also enjoy it.

PAUL ET JACQUELINE, Carré, A.L., Clarke, Irwin, 1957. \$.95.

An inspired book for Grade IX, especially for reading in French clubs. There are twenty-four situations presented, each depicted in approximately 15 short sentences. The vocabulary is vital; the style curt and clear. The text is delightfully illustrated and enables the teacher to use an all-French approach. The illustrations are bold, clear type attract the eye and certainly are an asset. If only more publishers would consider the visual impression of their texts! A "must" for Grade IX libraries.

FETES DE FRANCE, Lafitte, Lucette. Macmillan. \$.50.

Although the title would suggest it, this little book does not describe festive days in France. The author has selected 7 holidays as a starting point for short light episodes. Disappointingly these episodes tell the student nothing of the customs associated with the special occasions.

GERMAN

CLASSIFIED REVISION EXERCISES IN GERMAN, Corbett and Eichele, Clarke, Irwin. \$.50.

....this book is intended to serve as a revision course for those who have reached the stage where the first School Certificate Examination or some similar examination is being prepared for."

A fifth form student could benefit greatly from this book which outlines briefly, and in most cases very clearly, the grammatical material necessary for our final examinations. It will refresh his memory on many points he may have forgotten, and offers the refreshing challenge of a new approach.

The English in the exercises is often extremely stilted, but most teachers would not have the time to use them in any case. Each section contains an enlightening study of words.

SPANISH

EDMUND DE CHASCA: ESTRUCTURA Y FORMA EN "EL POEMA DE MIO CID". State University of Iowa Press, Iowa City, 1955. Pp. 155.

Castiglione has observed in the First Book of "The Courtier" that a man who understands painting will better appreciate the beauties of the human body and thus all beauty because, by subjecting the parts to a minute examination without omitting a single detail and by establishing a relationship between the part and the whole, he can more fully gratify his esthetic sense. Similarly, Professor de Chasca in his book has endeavoured, by scrutinizing the components of the "Poema", namely, its main and secondary plots, its principal and minor characters, the relationship between the hero and his sovereign, the minstrel's use of numbers, to arouse a keener appreciation of the intrinsic merits of the apparently naive composition of a primitive "juglar".

The spontaneity and deceptively primitive quality of the mester de juglaria superficially said to have been composed without artifice but with only a misleading semblance of artlessness is the result of an inspired "tensión creadora" (p. 17) between the poet and his listeners who, together with "juglares refundidores" (p. 20), give rise to what is now known as traditional poetry, best exemplified in the "Poema de mio Cid."

The author's purpose which is "formular un concepto de forma y estructura como procedimiento critico y exponer una explicación más o menos independiente" (p. 22) defines "estructura" (p. 24) and "forma" (p. 26) and then begins a meticulous exposition and analysis of the poem under well-defined headings.

basing his observations on carefully selected passages and fully documenting every stage of his study of the work, whose main theme is "el restablecimiento de la perdida honra del héroe (p. 28).

The parsimonious use of numbers by the poet who never uses the number three "con sentido ultra-numérico (p. 87) shows "de un modo matemáticamente verificable el verismo de la epopeya castellana (p.82); the unobtrusive landscape which is used with no other purpose but to provide background; the "preciso detalle" of Félez Muñoz' new hat (p. 93-7); the Cid's beard and gestures such as biting "la hierba del campo" (p. 98); the language of the "Poema", conventional but at the same time used with "Maestria en la disposición de palabras ordinarias (p. 99) . . . "parco en el uso de la metáfora y del adjetivo (p. 100), are but a few of the details and aspects studied by Professor de Chasca who never loses sight of their importance and considers them always not in themselves but in the light of their function in the work.

The book has a selected analytical bibliography of articles and books with a good appraisal of each and an appendix which includes the "romance, Alora la bien cercada", one of the best exemples of popular poetry, with a line by line study and commentary.

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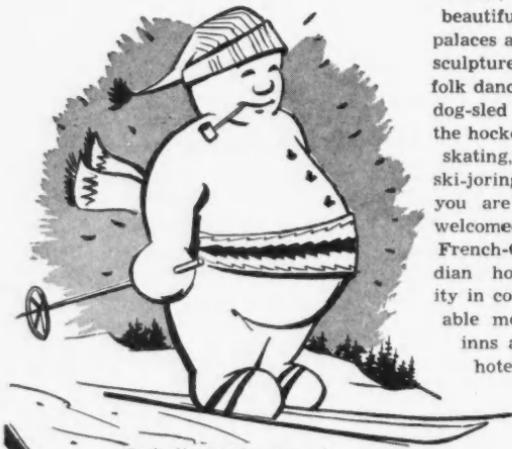
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